



DEFINING THE ROLE OF SCHOOL-BASED POLICE OFFICERS

Introduction

With recent attention in the news, schools, administrators, and teachers have been looking to share how they evaluate school climate and student disciplinary issues. To create classrooms that foster success for students, the focus is shifting from a reliance on suspensions and expulsions to one that keeps students out of the juvenile justice system. As schools examine their policies and practices surrounding suspensions and expulsions, law enforcement executives are also examining the role of police in schools. Chiefs and Sheriffs are turning to innovative partnerships with schools, youth service providers, families, and students to redefine the roles and responsibilities of school officers and facilitate positive interactions with their agencies. This brief aims to advance discussions about the roles for police on school campuses, and how a balanced approach regarding selection, training, and collaboration could strengthen campus safety, respectful relationships, and student success.

History of School-Police Partnerships


School-Police partnerships have a long history in the United States, of working together to enhance youth safety and reduce violence in schools. Programs like "Officer Friendly" date back to the 1960s. The first school-based officer program began in Flint, Michigan in 1958. The overall goal for this first program was to improve relationships between local police and youth. Officer responsibilities included teaching, counseling, and mentoring students on a full-time basis. The program in Flint was seen as successful and became a framework for other school-based officer programs. The early school-police partnerships were often very informal, having no written guidelines (Wolff & McDevitt, 2008). This is still true today; however, there has been a significant push from schools and advocacy groups to better document and define these partnerships, using memoranda of understanding (MOUs) to ensure that the roles and responsibilities of schools and police are clearly delineated.

Early Programs to Bring Officers Inside Schools

The late 1970s and the mid 1990s brought strong growth in the number of School Resource Officers (SROs), and in programs like Drug Abuse Resistance Education (D.A.R.E.) and Gang Resistance Education and Training (G.R.E.A.T.) in schools. G.R.E.A.T. is an evidence-based, police-led classroom-lecture program designed to prevent delinquency, violence, and gang membership among juveniles. More information can be found at <http://www.great-online.org/>. In 2007, the Bureau of Justice Statistics Law Enforcement Management and Administrative Statistics (LEMAS) reported thirty-eight percent (38%) of police departments used full-time SRO's (James & McCallion, 2013).

The original intent of using school-based officers was to have the officers serve as trainers and mentors who would teach youth about safety. However, their role gradually became more focused on crime prevention and law enforcement. In recent years, as discussions about the role of police in schools has grown more prominent, police chiefs and school administrators are looking to revisit the role of police in schools with several goals in mind: (1) to clearly define the role of an officer on campus, and (2) to shift the police role in schools away from enforcing school rules, and more toward being a resource for students, teachers, and parents.

Police in Schools Today



The map shows the state of California with three stars indicating specific locations: a green star in the north-central region (Sacramento), a blue star in the south-central region (Los Angeles), and an orange star in the southern region (San Diego). Lines connect these stars to their respective callout boxes.

- School Resource Officers (SROs)** are sworn law enforcement officers assigned to a school on a long-term basis. The SRO is specially trained and performs three main roles: law enforcer, mentor/counselor, and educator.
- School Safety Officers (SSOs)** are non-sworn civilians, typically with no arrest powers, employed by the local school to ensure the safety, security, and welfare of all students, faculty, staff, and visitors. They are also responsible for preventing crime and investigating violations of school policies.
- School Police Officers (SPOs)** are school district police officers with sworn authority that work for a specific school police department.

Sacramento Police SRO Program

The Sacramento police and Sacramento Unified School have partnered since 2001 to place school resource officers in middle and high schools. The department strives to improve student safety by employing best practices and creative problem solving, and by developing lasting relationships within the school district. The main goal of the program is to provide the safest possible learning environment, relying on strong school-police partnerships. The Sacramento Police Department has nine SRO's in Sacramento schools, and officers are assigned based on which school needs an officer the most and whose personality would best fit each school.

Los Angeles School Police Department

School safety officers (SSO's) are non-armed civilian employees of the Los Angeles School Police Department (LASPD) that receive training and equipment to ensure a safe and effective educational environment in schools. Some SSO's may work closely with School Police Officers.

San Diego Unified Police Department

School police are full-time sworn officers with law enforcement capabilities. Their primary role is to maintain order and security on school grounds and provide a positive learning environment. School police are encouraged to engage with students, teachers, staff, and the community to foster school-police partnerships. School police officers, as part of a school police department, are hired directly by the school districts where state laws determine power for arrest. Whether they are sworn officers or security officers, they are intended to serve various roles such as educators, mentors, community liaisons, and problem solvers. School-based officers play a vital role in the school system and can have many positive impacts on the students with whom they are involved (Morgan, Salomon, Plotkin & Cohen, 2014).

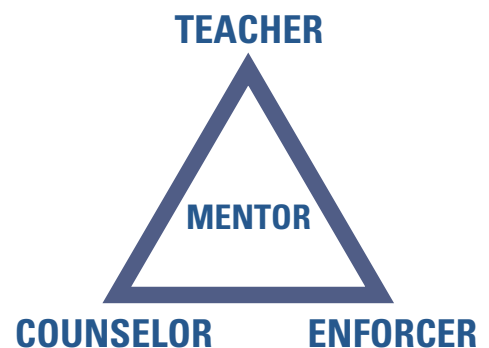
As the national conversation on the role of police in schools has come into focus, the National Association of School Resource Officers (NASRO) has been advocating that school-based policing should utilize what NASRO has identified as the 'triad' model of school resource officer responsibilities: educator, informal counselor, and law enforcement officer (NASRO, 2012). The Los Angeles Unified School District has decreased the total number of truancy tickets issued by 93.7%, reflecting the shifting law enforcement role of officers (Wantanabe, 2013).

There are many different titles and definitions associated with police and security personnel assigned to schools. Depending on the city or county construct, school-police partnerships and, specifically, the role of officers in schools can have many different models.

Depending on the jurisdiction, officers are assigned to schools in a variety of ways, and with different titles and roles. Given this, for the purposes of this issue brief we will refer to officers (regardless of title) as school-based officers.

What is the Role of the Officer in a School?

Officers in school systems have diverse roles. School-based officers' assignments in schools may vary depending on the school district, but there are common responsibilities such as mentoring, teaching, creating partnerships, building relationships, and ensuring school safety. Time spent at the school also varies – hours assigned can be full-time, part-time, or on an on-call basis only. Officers often play a blended role in schools, depending on the unique characteristics of the school. The most important things for school-based officers to know are what their role is and how to best engage with students, parents, administrators, teachers, and staff while on campus.



The most common representation of qualities and functions of school-based officer are:

Educator and Mentor

In many jurisdictions, officers not only patrol the halls and the campus complex, but also work in classrooms as **instructors** on topics that relate to policing.

Topics can include:

- Policing as a career,
- Criminal investigation,
- Alcohol and drug awareness,
- Gangs (G.R.E.A.T),
- Crime prevention,
- Conflict resolution /Restorative Justice and,
- Motor vehicle safety.



Many officers also become mentors to youth in schools and develop positive relationships with students and their families. Many officers notice youth who seem at risk or vulnerable, and recognize that taking on a mentoring role can be invaluable – particularly if a youth needs assistance or does not have structure or stability in his/her home life. Being a mentor allows officers on campus to build relationships with these individuals and to help guide them through the personal, educational, and social pressures and stresses that are part of being an adolescent (California Commission on Peace Officer Standards and Training, 2001).

Community Liaison and Problem Solver

One of the first things an officer may do when new to the school environment is become familiar with the key **community resources** available to them. These could include:

- Mental health services,
- Substance abuse assessment and treatment providers,
- Child protective services,
- Shelters,
- Domestic violence services, and
- Family counseling agencies.

When issues from the community follow students to the classroom and the school campus, officers on site can be a resource for school administrators and teachers by problem-solving and helping to figure out how to address issues.

Protector and Enforcer

While on campus, officers are responsible for public safety within the established school boundaries, which they perform by:

- Serving as liaisons between the school, police, and the surrounding community;
- Ensuring the campus is safe from intruders;
- Providing information to students and school personnel about law enforcement matters;
- Assuming primary responsibility for handling calls for service from the school and in coordinating the response of other police resources;
- Addressing crime, monitoring/subduing gangs and drug-related activities occurring in or around school property;
- Serving as hall monitors, truancy enforcers, crossing guards; and,
- Responding to off-campus criminal activity involving students.

Ideally, each officer in a school setting would have the expertise and experience to respond to a range of issues while on campus, and to be a positive resource to school administrators, teachers, students, and parents.

Clearly Defining Roles of School-Based Officers, School Administrators and Teachers: Written Agreements.

An agreement clearly delineating roles and responsibilities serves the dual goals of maintaining safe campuses while treating students with respect and prioritizing their individual educational needs.

A helpful guide to school discipline issues and approaches to school-police partnerships is *The School Discipline Consensus Report* published in 2013 by The Justice Center of The Council of State Governments. (Morgan, E., Salomon, N., Plotkin, M., and Cohen, R., *The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System*, New York: The Council of State Governments Justice Center, 2014). This in-depth report provides examples of key elements of school-police agreements.

Defining the partnership includes determining when and how to involve officers in incidents occurring at school; deciding who will hire, train, supervise, and evaluate officers; and addressing information sharing and

legal issues including searches of students. One way to define partnerships is through Memoranda of Understanding (MOUs). MOUs are legal documents that outline the terms and conditions of an agreement between two parties, including the requirements and responsibilities for each party.

- To view an example of a police - school MOU see Appendix: 1.
- For general background on MOUs between police departments and schools, see: Office of Community Oriented Policing Services, September 2013, Memorandum of Understanding for FY2013 School-Based Partnerships at cops.usdoj.gov/pdf/2013_MOU-FactSheet_v2_091613.pdf.

Recruitment and Selection for School-Based Officers

Officer recruitment and selection is among the first considerations of law enforcement executives when entering into a school-police partnership or when re-evaluating their current officer assignments and/or school-based officer programs. Like other specialized units within police departments, officers being recruited to work with youth should be part of a formal application process, which includes an interview with both police and school personnel, a review of previous assignments, and subsequent assignment processing.

Law enforcement executives, school leaders, and other stakeholders should work together to establish the criteria for finding the best school-based officer. Through an examination of the current literature, and existing successful school-police partnerships the Police Foundation believes the **core qualities that every school-based officer should have include:**

- Demonstrated ability to teach and engage with youth, such as past coaching or mentoring experience;
- Excellent communication and interpersonal skills and interpersonal skills coupled with an understanding of teen use of social media;
- A positive attitude;
- Previous experience as a patrol officer;
- Ability to work independently;
- Ability to work effectively as part of a team of youth-serving professionals;
- Willingness to develop partnerships with students, parents, families, community organizations, and school administrators;
- Recognition that student success is the primary outcome sought;
- Knowledge of school-based legal issues;
- Knowledge of school and social service resources;
- Understanding of child development and psychology;
- Understanding of crime prevention through environmental design (CPTED); and
- Knowledge of school safety technology and implementation.³ (Raymond, 2010; Finn et al., 2013)



Furthermore, officers should not be involuntarily assigned to schools or to a school-based officer unit; rather, volunteers should be solicited for the position. By soliciting volunteers, there will be a higher likelihood of engaging officers who want to work with youth and in a school setting. Departments should post the assignment using more than one method (e-mail, mail, bulletin boards, etc.) to ensure that the entire department has access, so that those who are interested and eligible can compete for this assignment.

Because finding the right person to work in schools is so critical, the recruitment and selection of school-based officers should be a joint effort between police executives, the school leadership, and community partners. Given the importance of police in schools, having a community process for selecting the officers increases transparency and builds trust, fostering communities and families who are more likely to stand behind their school-based officer.⁴

Once officers apply and are selected for interviews, engaging school administrators in selecting school officers is important because they are most familiar with the youth, families, and schools' inner workings and can bring important context to the selection process.⁵

Training the School-Based Officer

Given the complex issues that teachers and school administrators face with their student populations, ranging from special education needs, physical and mental health issues, and child welfare, to name a few, it is important that law enforcement officers who are assigned to schools also receive specialized training. Law enforcement agencies should, as part of their school-police partnership, identify and make specialized training available to those officers assigned to schools. This training can be done through the state Peace Officers Standards and Training (POST), or at the local academy level.

The National Association of School Resource Officers (NASRO) offers many courses for school-based officers. Two classes to consider are:

- (1) Basic SRO Course, for officers with two years or less of experience who are working in an educational environment. This forty-hour course teaches officers how to effectively work as a school resource officer by teaching three main things: how to function as a police officer in the school setting; how to be a resource and problem solver; and how to develop teaching skills. Information on the course can be found at <https://nasro.org/basic-sro-course/>.
- (2) Advanced SRO Course, for officers already working in an educational environment. It is a twenty-four-hour block of instruction, and builds an officer's knowledge and skills as a law enforcement officer, informal counselor, and educator. Information on the course can be found at <https://nasro.org/advanced-sro-course/>.

Training should focus on key issues like:

- Child and adolescent development, with an emphasis on the impact of trauma on student behavior, health, and learning;
- Subconscious (or implicit) bias (that all people experience) that can disproportionately impact youth of color and youth with disabilities or mental health issues;
- Crisis intervention for youth;
- Alternatives to detention and incarceration, such as peer courts, restorative justice, etc.; and
- Legal issues like special protections for learning-disabled students.

By providing specialized training, officers will be better equipped to engage with youth. As part of the school-police partnership, chief executives from law enforcement and schools should consider providing cross-training for officers and teachers on subjects like the roles of teachers and officers, enforcement of school rules, child development (including identifying and addressing trauma / mental health issues), and classroom management and conflict resolution strategies.

Examples of Specialized Training: The National Center for Mental Health and Juvenile Justice provides many specific trainings. Two examples relevant to school-based officers are:

Mental Health Training Curriculum for Juvenile Justice Professionals: The Mental Health Training Curriculum for Juvenile Justice (MHTC-JJ) provides juvenile justice staff with basic information about adolescent development, mental health disorders commonly seen within the juvenile justice system, effective treatment services for youth, and the important role of family.

Specialized Youth Training for CIT Officers: Crisis Intervention specialized training can provide invaluable cross-training experience for officers. The Crisis Intervention Teams for Youth (CIT-Y) training instructs officers certified in the 40-hour CIT program on how to expand their skills to address the unique needs of adolescents with mental health issues. It covers important topics such as adolescent development, common psychiatric disorders among youth, crisis response techniques, and community options for youth.

More specialized training options can be explored at:
<http://www.ncmhjj.com/services/trainings/>.

The National Alliance on Mental Illness (NAMI) offers a manual to aid in the development of better police-youth interactions. Their CIT for Youth manual provides specialized step-by-step instructions for implementing a Crisis Intervention program in your community. The manual covers ways to build community partnerships, asset mapping, planning and coordination, youth training, and addresses measuring effectiveness and maintaining sustainability. View the manual at http://www.nami.org/getattachment/Law-Enforcement-and-Mental-Health/What-Is-CIT/CIT-for-Youth/Responding-to-Youth-with-Mental-Health-Needs_NAMI.pdf.

Policing the Teen Brain in School, and training by Strategies for Youth, address issues including child and youth development, legal issues about information sharing, and issues related to special protections for children with emotional behavioral disabilities. For more information on Strategies for Youth, see www.strategiesforyouth.org.

Oversight and Transparency

It is important to grow trust through proper oversight and transparency of school-based officers' performance. For example, a community board that includes parents, youth advocates, and social service providers can regularly review all school-based incidents leading to law enforcement intervention (while maintaining confidentiality of individual students) to ensure that student treatment is fair and equal. School-based arrest and related data, broken down by gender, age, race, and other factors, could be analyzed by such a community board on a regular basis to ensure that school-based officers' actions are in line with school community values, and that students are only being referred to law enforcement for serious acts posing safety threats to the school community. In this way, school-based officers will build greater trust and become more effective mentors, educators, and protectors of public safety.

Conclusion

As explored in the [Teen Brain Youth Brief](#), officers should understand that juveniles and adults interpret and react to situations, social clues, and interpersonal communications differently (Thurau & Bostic, 2012). School-based officers can provide youth with caring, skilled adults that they can trust, and make effective referrals to youth serving organizations or specialists to address students' individual needs. School-based officers will be most effective if the individuals selected for this important position have a commitment to understanding individual student needs, and are trained on relevant youth development, legal, and educational issues. For more information about advancing the partnership between police, youth, and communities, please see the other issue briefs in this series.

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About the Project

The Police Foundation, with funding from the California Endowment and with the support of the California State Sheriffs' Association and the California Police Chiefs Association, has developed this series of issue briefs to address various components of a successful Police-Youth-Family-Community Partnership. These briefs are designed for California law enforcement leaders with a tool-kit that helps advance strategies around youth engagement. Other briefs in this series cover topics including the teen brain and establishing a career pipeline.

About the Police Foundation

The Police Foundation is a national, non-profit, bipartisan organization that, consistent with its commitment to improve policing, has been on the cutting edge of police innovation for over 40 years. The Police Foundation's work is informed by available evidence and aims to increase public safety and strengthen communities. The professional staff at the Police Foundation works closely with law enforcement, judges, prosecutors, defense attorneys, victim advocates, and community-based organizations in order to develop research, comprehensive reports, policy briefs, model policies, and innovative programs that will continue to support the work of law enforcement personnel as it relates to increasing strong community-police partnerships.

<http://www.policefoundation.org>

About the California Endowment

The California Endowment is a private, statewide health foundation with a mission to expand access to affordable, quality health care for underserved individuals and communities, and to promote fundamental improvements in the health status of all Californians. Health Happens Here is the core of our work. It challenges us to think about people's health beyond the doctor's office and beyond the good vs. bad choices people make. In reality, our health happens where we live, learn, work and play—in neighborhoods, schools, and with prevention.

<http://www.calendow.org/our-story/>

About the California Police Chiefs Association

Established in 1966, the California Police Chiefs Association is an organization that represents municipal law enforcement agencies in California.

The State has been divided into 16 regions and the police chief representative from those areas is also a member of the Board. Each regional representative acts as the official liaison between the Association and Police Chiefs in the local area regarding issues related to the law enforcement community and the administration of municipal police agencies.

The California Police Chiefs Association is an influential participant in the State of California's legislative process. The Association stretches throughout the state and its membership is comprised of many well respected and nationally recognized Police Chiefs.

The objectives of the association are to promote and advance the science and art of police administration and crime prevention; and to develop and disseminate professional administrative practices, and to promote their use in the police profession; to foster police cooperation and the exchange of information and experience throughout the State; to bring about recruitment and training of qualified persons in the police profession; to encourage the adherence of all police officers to high professional standards of conduct in strict compliance with the Law Enforcement Officer's Code of Ethics.

The California Police Chiefs Association committees offer involvement in working with peers to assess current issues in law enforcement and develop solutions, ideas and projects in response to those issues. The California Police Chiefs Association committees are active in developing publications, sample policies and guidelines which serve to assist members in their jobs. Standing committees of the Association include: Training, Standards & Ethics, Law & Legislation, Nominations & Past Presidents, Associate Member, Small Agency, Large Agency, Technology, Communication/Membership, and Retired Members. As contemporary issues are identified, ad hoc committees are established to provide guidance to the Association and its membership.

The political environment mandates that The California Police Chiefs Association speak on behalf of police leadership and for the law enforcement community in California. The California Police Chiefs Association provides the opportunity for a voice in the legislature by influencing public safety legislation through The California Police Chiefs Association Government Relations Program.

The California Police Chiefs Association Annual Conference provides the opportunity to participate in educational session, listen to keynote speakers on issues related to the administration of law enforcement agencies and the industry, and interact and network with other municipal chiefs of police.

<http://www.californiapolicechiefs.org/introduction>

About the California State Sheriff's Association

California State Sheriffs' Association (CSSA) is a nonprofit professional organization comprised of the 58 sheriffs along with thousands of law-abiding citizens throughout the state. The association was formed in 1894 for the purpose of giving California sheriffs a single effective voice. It was also formed for the purpose of sharing information and providing assistance to sheriffs and departmental personnel, thus enabling them to improve the delivery of law enforcement services to the citizens of this State.

Every sheriff works diligently with fellow sheriffs through CSSA to improve the profession and to elevate the law enforcement system through cooperation with other law enforcement agencies. As the sheriffs are constitutionally elected officials, the California legislature regulates their duties and responsibilities. The sheriffs serve as upholders for your public safety needs. CSSA functions as a legislative watchdog for the county sheriff and sheriff's personnel as well as for citizens on professional and law enforcement issues.

The California State Sheriff's Association's mission is to support the role of sheriff as the chief law enforcement officer in each California County and to speak as a collective voice on matters of public safety.

<https://www.calsheriffs.org/about-us.html>

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We also appreciate the the City of Oakland and the City of Pasadena for providing sample Memoranda of Understanding for inclusion in this brief.



Appendix 1: Example Memoranda of Understanding (MOUs)

Example 1: City of Oakland, California, Page 1

Board Office Use: Legislative File Info.	
File ID Number	14-1489
Introduction Date	8/13/2014
Enactment Number	
Enactment Date	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Superintendent
Chief of Police, OSPD

Board Meeting Date August 13, 2014

Subject **Memorandum of Understanding – City of Oakland – School Safety Officers (“COPS Grant”) Program**

Action Requested Approval by the Board of Education of a Memorandum of Understanding (“MOU”) between the District and the City of Oakland regarding Oakland Police Department (“OPD”) officers assigned to certain District schools pursuant to OPD’s federally-funded School Safety Officer Program.

Background In September 2011, OPD was awarded money under the COPS grant to fund 25 OPD officers over a three year period. OPD established its School Safety Officer Program pursuant to the COPS grant, which began operations in August 2012. Since that time OPD officers in that program have been assigned to and working in and around certain District middle and high schools without any formal agreement between the District and the City.

The District’s Legal and Police department worked collaboratively with ACLU, Black Organizing Project and Public Counsel, as well as the City Attorney’s Office, to arrive at the MOU.

Discussion Approval by the Board of Education of an MOU between the District and the City of Oakland regarding OPD officers assigned to certain District schools pursuant to OPD’s federally-funded School Safety Officer Program for a three (3) year period from the date of full execution of the MOU.

Recommendation Approval by the Board of Education of the MOU between the District and the City of Oakland regarding OPD officers assigned to certain District schools pursuant to OPD’s federally-funded School Safety Officer Program.

Fiscal Impact None.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 1: City of Oakland, California, Page 2



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Attachments

- Memorandum of Understanding between the District and the City of Oakland regarding Oakland Police Department officers assigned to certain District schools pursuant to OPD's federally-funded School Safety Officer Program.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 1: City of Oakland, California, Page 3

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE OAKLAND UNIFIED SCHOOL DISTRICT
AND
THE CITY OF OAKLAND
IN REGARDS TO THE SCHOOL SAFETY OFFICER PROGRAM**

This Memorandum of Understanding ("MOU") is entered by and between the City of Oakland ("City") and the Oakland Unified School District ("OUSD").

RECITALS

In September 2011, the Oakland Police Department ("OPD") was awarded U.S. Department of Justice, Office of Community-Oriented Policing Services grant money, specifically a COPS Hiring Program grant ("COPS grant money") in the amount of \$10,739,575 to fund 25 OPD officers over a three year period. Due to the time required to hire officers, OPD was not able to commence the program until August of 2012. As a result, OPD will be applying for an extension of the COPS grant money award period until September 2014 and anticipates that such an extension will be awarded.

This MOU shall establish and define the relationship between the City and OUSD with respect to the implementation of OPD's School Safety Officer Program, created pursuant to the COPS grant money. Specifically, this MOU sets forth the agreed-upon working relationship between the City and OUSD seeking to achieve four specific goals in furtherance of OPD's School Safety Officer Program in respect to six specific OUSD schools. These goals are: (1) to reduce and/or eliminate child trafficking; (2) to reduce and/or eliminate student truancy; (3) to provide students safe passage to and from school; and (4) to provide mentoring services to students.

OUSD has entered into an Agreement to Resolve with the U.S. Department of Education, Office for Civil Rights (*see* OCR Case No. 09125001 and OUSD-OCR Agreement to Resolve related thereto), which requires OUSD to, among other things, reduce disproportionate minority suspensions and expulsions for school-related offenses. OUSD is committed to reducing student contact with the criminal justice system and actively supports restorative justice and community policing models.

DEFINITIONS

1. "Calls for service" refers to calls made to OPD dispatch concerning criminal incidents or other public safety matters.
2. "Designated school" refers to any of the six enumerated OUSD schools where OPD has implemented its School Safety Officer Program. These schools are: (1) Roosevelt Middle School, (2) Coliseum College Prep Academy and Roots International Academy (located on the former Havenscourt Middle School campus), (3) Elmhurst Community Preparatory School, (4) Frick Middle School, (5) Parker Elementary and (6) Bunche Academy.

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Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 1: City of Oakland, California, Page 4

CITY OF OAKLAND-OAKLAND UNIFIED SCHOOL DISTRICT MOU RE
OPD COPS GRANT OFFICERS PROGRAM

3. The phrases "designated school site" or "school site" are defined as the property upon which the school is located.
4. The phrase "school-related offenses" is defined as an offense occurring or originating on an OUSD school site during school hours.
5. "School hours" refers to the hours of 8 a.m. through 4 p.m. during the school year and, where applicable, the summer school session.
6. "Directory information" is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed (*e.g.*, name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, most recent previous school attended, and the other information defined as directory information in OUSD Administrative Regulation 5125.1).
7. Unless specifically provided otherwise, "students" refers to students enrolled in OUSD who are attending the six designated schools where OPD has implemented its School Safety Officer Program.
8. "Mentor Officer" means a City of Oakland peace officer ("COPS Grant Officer") who has entered into a formal mentor-mentee relationship with a student after receiving written permission from the student's parent(s) or guardian(s), as more fully described below in Section 5.

AGREEMENT

1. EFFECTIVE DATE OF THE AGREEMENT

This MOU shall become effective when it is approved and executed by the Oakland City Administrator, Oakland Chief of Police and the OUSD's Board of Education.

2. TERM OF THE AGREEMENT

This MOU shall remain in effect for 3 years from the date of full execution. However, the MOU shall terminate if and when the COPS grant money funding source for OPD's School Safety Officer Program ceases. The terms of MOU may be modified or amended at any time by written agreement of all signatories to the MOU. The City or OUSD may terminate this agreement, with or without cause, upon 45 days written notice to the other.

If the MOU is terminated, OPD shall no longer assign police officers to the "designated schools" as provided under this MOU. The termination of this MOU does not affect OPD's statutory law enforcement authority, nor OPD's ability to police everywhere within the City.

3. PROGRAM AND PROGRAM COORDINATION

OPD will coordinate the School Safety Officer Program with the OUSD (hereinafter "COPS Grant Officers Program"). This program currently consists of 25 COPS Grant Officers who are assigned to the designated schools to provide mentoring to students; to establish "safety zones" around each of the designated schools where COPS Grant Officers will focus on crimes

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OPD COPS GRANT OFFICERS PROGRAM

involving human trafficking and violence associated with gangs, narcotics, and guns; and to address student truancy ("COPS Grant Officers Program Goals").

OPD will maintain a dedicated position for a Coordinator of the COPS Grant Officers who shall hold a rank of Lieutenant or higher. The COPS Grant Officers Coordinator shall be responsible for the planning, budgeting, management and agency leadership for the COPS Grant Officers Program; provide program monitoring and assistance with problem solving; and will handle coordination between the OPD, Oakland Schools Police Department ("OSPD"), OUSD, designated school site administrators and COPS Grant Officers. The COPS Grant Officers Coordinator will act as the liaison with OSPD and OUSD to meet the COPS Grant Officers Program Goals and to help maintain a line of communication between the designated schools and OPD. The COPS Grant Officers Coordinator will maintain a list of the COPS Grant Officers, including their telephone numbers, badge numbers, their assignments by school, and their work schedule, and provide that list, as well as any updates, to OPD's Chief of Police on a quarterly basis, or more frequently if assignments of COPS Grant Officers change.

OUSD will designate a space at each of the designated schools where COPS Grant Officers may use their laptops and mobile phones and may meet with students, staff, and parents of a designated school. Each COPS Grant Officer shall maintain a log of his/her meetings with any student and/or parent, which log shall set forth the COPS Grant Officer's name; designated school's name; date and time of the meeting; the name(s) of the student(s) and/or parent(s) with whom he/she met; and the purpose and outcome of the meeting (unless this specific disclosure is otherwise prohibited by law) ("COPS Grant Officers Log").

4. COPS GRANT MENTOR OFFICERS – LIMITED ARRESTS OR CITATIONS OF STUDENTS

The primary role of COPS grant officers is to maintain safe passages for students going to and coming from school. To the greatest extent possible and absent exigent circumstances, COPS grant Mentor Officers will refer the arrest or citation of students to other COPS Grant Officers, OPD officers or OSPD officers. Primary responsibility for addressing student discipline remains with the school as further discussed in paragraphs 14 and 15 herein.

5. PARTICIPATION BY STUDENTS IN COPS GRANT-RELATED MENTORING

For any formal on-campus or off-campus mentor-mentee relationships between students and Mentor Officers, no student shall be selected to participate as a mentee in the COPS program without the express written permission of the student's parent/guardian. The parent/guardian shall be provided written notice of the request to participate in the program, which notice shall note that the COPS Grant Mentor Officer is a sworn OPD police officer with a duty to uphold the law.

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6. CONFIDENTIALITY AND INFORMATION EXCHANGE

The principal of each designated school site shall make a determination as to if and when to seek a COPS Grant Officers assistance in addressing a truant student situation. If the designated school does seek a COPS Grant Officer's assistance, the COPS Grant Officer shall only be provided the student's home contact information and that the student is truant, as consistent with state law, under OUSD policy. The COPS Grant Officer shall retain in written form in the COPS Grant Officers Log a record of the name and contact information of the referred student, as well as the name and position of the OUSD employee(s) that referred a particular student to the COPS Grant Officer because of truancy issues.

The OPD and OPD's COPS Grant Officers, agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of the information received in the course of performing the services pursuant to this MOU, which information is limited to a student's directory information (including a student's home contact information) and that the student is truant if necessary to support truancy abatement (as provided in the preceding paragraph). OPD and OPD's COPS Grant Officers, agents, personnel, employee(s), and/or subcontractor(s) shall maintain such information and records in accordance with all applicable federal and state laws and regulations and agree that information and records relating to individual pupils provided by the OUSD are subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 C.F.R. Part 99; and California Education Code §§ 49060, et seq.; and other state and federal law. Each party hereby provides satisfactory assurances to the other party that confidential education information will be appropriately safeguarded through the execution of this MOU. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. OPD and COPS Grant Officers will be permitted access to student data only where permissible under state and federal law and as set forth in this MOU.

7. REPORTS

OPD will provide the OSPD Chief of Police and the OUSD Board of Education (or its designee) with a written report twice a year (on July 1 and December 31 of each year) regarding the:

- (A) Designated school site crime incidents reported to, or observed by, COPS Grant Officers /OPD, disaggregated by school site, offense, age, race, ethnicity, gender, and whether the encounter was the result of a call-for service, a consensual contact, an on-viewed crime or other.
- (B) Number of arrests of students made by COPS Grant Officers /OPD at a designated school site:
 - i. By COPS Grant Officers /OPD on OUSD designated school sites for school related offenses.
 - ii. By COPS Grant Officers /OPD on OUSD designated school sites for non-school related offenses.

Such data shall be disaggregated by designated school site, offense, age, race, ethnicity, and gender, with information about the disposition of the matter. Note:

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When making arrests of students on OUSD school sites, COPS Grant Officers shall consider those factors set forth in Section 14 of this MOU.

- (C) Truancy: (1) The number of home visits conducted by COPS Grant Officers; (2) a general description of the police action taken regarding the home visits; and (3) other relevant information concerning COPS Grant Officer's action in "truancy abatement" efforts, including the number of students cited or referred to the Truancy Court, or other Juvenile Court that adjudicates truancy cases, if the Truancy Court is abolished, rather than being returned to school or referred to another diversion or support program.
- (D) Complaints/Grievances: The number of complaints/grievances against COPS Grant Officers. All complaints against COPS Grant Officers shall be handled according to OPD policy and procedure, and as dictated by the Court's orders in *Delphine Allen v. City of Oakland*, USDC Action No. C00-4599 TEH. All said complaints received by OUSD shall be forwarded to the individual COPS Grant Officers supervisor and/or directly to OPD Internal Affairs.
- (E) Referrals: Number of referrals of students from school sites to wellness centers, medical facilities, tutors, mentors or other resources in lieu of arrest or citation.
- (F) Child Protective Services: Number of referrals of students on school sites made to Child Protective Services.
- (G) Full and complete copies of the COPS Grant Officers Logs.

The OSPD Chief of Police or designee, will in turn provide the OUSD Board of Education with a written report twice a year (in January and July, or as soon as reasonably possible thereafter) regarding (1) the disabilities, if any, of each student referred to in OPD's written report as contemplated above once OPD's report is received by the OSPD Chief of Police and (2) the impact of the COPS Grant program, whether adverse or positive, according to the statistical information received, on OUSD's efforts to reduce disproportionate minority contact with police and the juvenile justice system, as well as to reduce the rate of school-based arrests and citations while maintaining a safe school climate. To the extent that the OSPD report relies upon OPD's written report, the OSPD report shall take into consideration whether the police contact was initiated as a call-for-service, a consensual encounter or an on-viewed crime.

8. HIRING AND ASSIGNMENT

The authority for selection, training, equipping, assignment, supervision, duties and permanent or temporary reassignment of COPS Grant Officers will remain solely with the City of Oakland's Chief of Police.

9. COPS GRANT OFFICERS SELECTION

OPD will continue to use its transfer list practice for the COPS Grant Officers testing process. OPD is open to having OUSD participate in this process however the ultimate selection and assignment of COPS Grant Officer remains within the sole discretion of OPD's Chief of Police or his designee.

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In the event OUSD's Superintendent determines that a specific COPS Grant Officer assigned to a designated school is not able to fulfill the requirements of this MOU, the Parties agree to meet to discuss the reassignment of such officer, however ultimate selection and assignment or reassignment remains within the sole discretion of OPD's Chief of Police or his designee.

**10. COORDINATION BETWEEN COPS GRANT OFFICERS
COORDINATOR, COPS GRANT OFFICERS AND SCHOOLS**

(A) COPS Grant Officers Coordinator

OUSD will coordinate a meeting with OUSD staff where OPD will provide a briefing on the program goals and expectations. OUSD will be responsible for designating which OUSD staff must attend these briefings. The COPS Grant Officers Coordinator will meet with each designated school site principal on an as-needed basis when any issue arises that needs to be addressed.

The COPS Grant Officers Coordinator and designated school site principal(s) should schedule a meeting, if possible, prior to the start of each school year to review school and OUSD expectations, requirements and operational procedures.

During the second semester of each school year, a meeting should be held between the COPS Grant Officers Coordinator and each of the designated school site principals to address the COPS Grant Officers Program, including (1) an evaluation of COPS Grant Officers' performance at the site and (2) identification and possible resolution of any developing COPS Grant Officers-related concerns.

(B) COPS Grant Officers

With a goal of improving school security and student safety, COPS Grant Officers shall meet at least one time per month with their designated school site principal to exchange information about current crime trends, problem areas, emerging youth gangs or other issues of concern which have potential for disruption in the school or within the community, and to strategize on how to improve school safety. At such time, if COPS Grant Officers have engaged in proactive and preventative strategies with youth, such as providing and/or connecting them with community-based resources, mentors, or tutors, this should also be discussed.

11. COOPERATION WITH OUSD STAFF

A COPS Grant Officer, like all other OPD police officers, is a sworn member of the OPD assigned to provide the law enforcement expertise and resources to assist designated school site staff in maintaining safety within and around their designated school(s). Although the COPS Grant Officer and other police officers are supervised by OPD, and not the OUSD, the COPS Grant Officers and any other police officers working with or interacting with a school in OUSD shall take reasonable steps to work cooperatively with OSPD and designated school site administration and staff consistent with his/her responsibilities and performance of the duties

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outlined in this MOU in accordance with the policies, rules and regulations of and applicable to OUSD. In performing these duties, the COPS Grant Officers and any other police officers working with or interacting with a school in OUSD shall comply with all applicable local, state and federal laws. The COPS Grant Officers and any other police officers working with or interacting with any school in OUSD will maintain familiarity with the OUSD Parent Guide of rules and regulations.

12. COMMUNITY OUTREACH

To the extent feasible, COPS Grant Officers will participate in positive student activities in the school community in order to build trusting and respectful relationships with students, families and staff. The COPS Grant Officers will collaborate with school-based community organizations, parent-teacher organizations, student government and OUSD staff to develop opportunities for positive activities, such as panel discussions, mentoring programs, community coalitions or task forces.

Based on the availability of resources, members of the COPS Grant Officers Program may coordinate trainings depending upon the individual qualifications and experience of the COPS Grant Officers.

13. CAMPUS SECURITY

COPS Grant Officers will augment designated school site administrators, faculty, and security staff to keep schools safe from intruders. As reasonably practicable, the COPS Grant Officers will work with school security staff to identify security issues and to take reasonable steps to create a safer environment for students. However, the COPS Grant Officer is neither a member of the security staff; a supervisor of OUSD security officers; nor a supervisor or subordinate of any OSPD officer.

14. REQUESTING POLICE ASSISTANCE FOR LAW ENFORCEMENT PURPOSES

Designated school site administrators and staff shall only request COPS Grant Officers' assistance regarding the provision of actual law enforcement when (1) necessary to protect the safety of students and/or staff; (2) required by law; or (3) appropriate to address or prevent actual criminal conduct. COPS Grant Officers' (as well as OSPD) involvement should not be requested in a situation that can be safely and appropriately handled by OUSD's internal disciplinary procedures. (*See, e.g.*, OUSD Board Policy 5144, 5144.1; Administrative Regulation 5144, 5144.1.) COPS Grant Officers should not be requested to interview students or collect evidence for OUSD disciplinary purposes, including for expulsion matters.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

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15. STUDENT DISCIPLINE

OUSD administrators have primary responsibility to ensure consistent enforcement of school rules and policies. Neither the COPS Grant Officers nor any other OPD police officer shall act as a school disciplinarian. Disciplining students is an OUSD school responsibility.

As such, disciplinary issues relating to students to be handled by school administrators in partnership with the community and parents (and thus for which OUSD school administrators and staff shall not notify or request COPS Grant Officers or OPD assistance) include but are not limited to:

- (A) trespassing;
- (B) loitering;
- (C) profanity;
- (D) insubordination/defiance;
- (E) verbal abuse and/or harassment;
- (F) failure to wear or correctly wear school uniform or follow policies regarding clothing;
- (G) possession of a prohibited item that does not violate the penal law (i.e. cell phones);
- (H) lateness, cutting class, absenteeism or truancy; and
- (I) Alleged or witnessed promoting or claiming of a neighborhood or crew (including verbally, through graffiti, through clothing or hand signs).

OUSD administrators shall prioritize alternatives to police involvement, such as the use of restorative justice practices. (See, e.g., OUSD's Restorative Justice Webpages located at the following Internet address: <http://www.ousd.k12.ca.us/Page/1048>.)

16. ARRESTS OF STUDENTS ON DESIGNATED SCHOOL SITES DURING SCHOOL HOURS

COPS Grant Officers, to the extent practical, should coordinate any arrests with the designated school on site principal. A private location out of sight and hearing of other students should be arranged for the arrest, where practicable, that will help avoid invasion of the student's privacy, jeopardizing the safety and welfare of other students, and further disruption of the school campus.

17. NOTIFICATION OF PARENT/GUARDIAN OF STUDENT'S ARREST

COPS Grant Officers and OUSD shall abide by Education Code Section 48906, which requires that a school official must make immediate parental/guardian notification upon police arrest of a student, excepting when a student is taken into custody as a suspected victim of child abuse or pursuant to Section 305 of the Welfare & Institutions Code. OUSD policy requires that a school official must immediately attempt to inform a parent/guardian of that student's arrest. (See OUSD Board Policy 5145.6, 5145.11; Administrative Regulation 5145.11.)

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CITY OF OAKLAND-OAKLAND UNIFIED SCHOOL DISTRICT MOU RE
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OUSD shall invite and encourage COPS Grant Officers' participation in professional development and training opportunities in the areas of restorative justice, teaching methodology and practice, child development, implicit bias, and other educational reform initiatives to facilitate their understanding of the school culture. OUSD will involve community-based organizations to provide training for COPS Grant Officers.

19. COPS GRANT OFFICERS UNIFORM

COPS Grant Officers shall wear clothing and/or accessories that readily identifies them as police officers. Although COPS Grant Officers may at times wear plain clothes, they shall have displayed prominently on their clothing (at the very least) their OPD badge.

20. COMPLAINTS RELATED TO COPS GRANT OFFICERS PROGRAM

OUSD's Uniform Complaint Procedures shall apply to all complaints against any and all non-OPD personnel regarding compliance with this MOU. (See, e.g., OUSD Board Policy 1312.3; Administrative Regulation 1312.3.) Complaints related to any COPS Grant Officers shall be processed according to OPD's complaint procedures as outlined in OPD's Departmental General Orders, Manual of Rules and the applicable *Allen* provisions, as noted in Section 7 above.

21. MUTUAL DEFENSE AND INDEMNIFICATION

The City of Oakland and OPD shall indemnify, hold harmless and defend OUSD, OSPD and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs, reasonable attorneys' fees and costs, and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, OSPD, the City of Oakland, OPD, or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of any negligent or willful act of COPS Grant Officers, except where caused by the active negligence, sole negligence or willful misconduct of OUSD.

OUSD and OSPD shall indemnify, hold harmless and defend OPD, the City of Oakland and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs, reasonable attorneys' fees and costs, and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, OSPD, the City of Oakland, OPD, or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of the willful misconduct or any negligent act or omission of OUSD, except where caused by the active negligence, sole negligence or willful misconduct of OPD.

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OUSD and OSPD shall indemnify, hold harmless and defend OPD, the City of Oakland and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs, reasonable attorneys' fees and costs, and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, OSPD, the City of Oakland, OPD, or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of the willful misconduct or any negligent act or omission of OUSD, except where caused by the active negligence, sole negligence or willful misconduct of OPD.

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OPD COPS GRANT OFFICERS PROGRAM

22. AGREEMENT MAY BE EXECUTED IN COUNTER PARTS

This MOU may be executed in any number of counterparts, each of which when so executed and delivered shall be an original hereof, and it shall not be necessary in making proof of this MOU to produce or account for more than one counterpart hereof.

CITY OF OAKLAND

By: _____ Dated: _____

Acting City Administrator

OAKLAND POLICE DEPARTMENT

By: _____ Dated: _____

Chief of Police

OAKLAND UNIFIED SCHOOL DISTRICT

By: _____ Dated: _____

President, Board of Education

By: _____ Dated: _____

Superintendent and Board Secretary

OAKLAND SCHOOLS POLICE DEPARTMENT

By: _____ Dated: _____

Chief of Police

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FOR A SUBSTANCE

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 1

CORRECTED AND REVISED MOU
as of 9/13/2013

CITY AGREEMENT NO. _____

**MEMORANDUM OF UNDERSTANDING BETWEEN THE CITY OF PASADENA AND
THE PASADENA UNIFIED SCHOOL DISTRICT FOR POLICE SERVICES ON SCHOOL
CAMPUSES WITHIN THE CITY OF PASADENA**

I. PREAMBLE

A. The City of Pasadena (City) and the Pasadena Unified School District (School District) entered into a Memorandum of Understanding (MOU) September 13, 2006 (City Agreement #19,207). The MOU provided operational guidelines for police services provided to the High School campuses within the City. The existing MOU has proven to be beneficial to the City and the School District.

B. The City and School District subsequently included an addendum to the original MOU July 31, 2008 (City Agreement #19,704) which extended police services to the Middle School campuses within the City.

C. The mission of the Police Department Safe Schools Team will be to help PUSD maintain a safe and secure environment for children attending high schools and middle schools within the City of Pasadena.

D. The Safe Schools Team will combine outreach and enforcement to build relationships with students to create partnerships with campus administrators, and to provide an enhanced educational atmosphere for Pasadena youth attending Pasadena public schools.

II. TERMS AND CONDITIONS

A. PURPOSE OF MOU

The purpose of this Memorandum of Understanding (MOU) is to reaffirm and establish the current relationship between the Pasadena Police Department and the School District regarding police services and the evaluation of same on High School and Middle School campuses within the City of Pasadena. This MOU shall supersede the provisions of City Agreements 19,207 and 19,704 referenced above.

This MOU shall in all respects be subject and subordinate to the provisions of the Pasadena City Charter, the Pasadena Municipal Code and statutory provisions of the Federal Government and the State of California in effect.

Police Services provided by the City to the School District through this MOU will continue and remain effective upon approval of this MOU, and will be provided to those campuses Monday through Friday, whenever school is in session. Hours of service each day will vary and will be established by the Pasadena Police Department

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 2

based on staffing levels, calls for service and other related criteria affecting the balanced application of police services.

B. DURATION OF MOU

This MOU is effective on July 30, 2013, and remain in effect, terminable at will, with or without cause, upon written notice by either party and shall remain in effect for five (5) years from the effective date, with an annual review.

III. CITY OF PASADENA RESOURCES

- A. At the direction of the Pasadena Police Department Chief of Police, personnel from the Police Department, at the sole cost of the City of Pasadena, will be assigned to provide policing services to School District high school and middle school campuses located within the city limits of Pasadena.
- B. Police Department personnel providing these services will report through the Police Department chain of command and report directly to Police Department supervisors.
- C. Police Department employees will not supervise School District employees.

IV. SAFE SCHOOLS TEAM

- A. Officers assigned to the School District campuses will herein be referred to as the Safe Schools Team (SST). This team will consist of the following members, but is not a guarantee of minimum staffing for the SST at any specific time. The composition of the team may be altered by the Chief of Police at his/her sole discretion at any time, and for any reason.
 - 1. The Police Commander of the Field Operations Division (FOD) will oversee the Safe Schools' program. The FOD commander will be responsible for all aspects of the services rendered to the School District and will report directly to the Chief of Police.
 - 2. A Police Lieutenant will be assigned to manage and oversee the day-to-day operations of police services to the school campuses. The lieutenant will liaison between the City and the School District.
 - 3. A Police Sergeant will supervise the field activity, investigations, and other related functions of SST personnel assigned to the School District campuses.
 - 4. Investigations occurring on high school and middle school campuses within the City of Pasadena or those initiated by the Safe Schools Team that require follow up will be assigned to the Pasadena Police Department's Criminal Investigations Division, Detectives Section.

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Example 2: City of Pasadena, California, Page 3

5. Six Police Officers will be assigned to Safe Schools Team (SST) to provide basic services to the High School and Middle School campuses within the City of Pasadena.
- B. The Chief of Police will have the sole and absolute discretion to approve the selection of personnel assigned to the Safe Schools Team.
 - C. SST will work directly with the School District campus administration, but report through the Pasadena Police Department's chain of command to the Chief of Police.
 - D. SST Supervision will coordinate training for PUSD security personnel and/or their agents. Safe Schools Team personnel will conduct two training sessions during the regular school year during which personnel assigned as PUSD security are mandated to attend.
 - E. SST Supervision will coordinate with PUSD administrators and staff to conduct training designed to enhance understanding of procedural processes relative to investigations and arrests that may occur on school campuses.
 - F. SST officers will not respond to calls of discipline problems involving students. School administration will be responsible for handling these issues except those issues where administrators will call law enforcement as required by Ed Code 48902. However, police officers assigned to the school campuses may participate in dispute resolution on a case-by-case basis.
- V. CITY OF PASADENA RESPONSIBILITIES**
- A. Incidents involving allegations of criminal behavior that occur on the grounds of the School District high schools and middle schools that are located in the City of Pasadena will be the responsibility of the Pasadena Police Department when called by campus administrators.
 - B. Pasadena police shall use best efforts to handle law enforcement-related issues that are not school-related outside of school. Mandatory Law Enforcement Notification by school administration, per Education Code 48902.
 - C. Accordingly, the focus on school campuses will be the fostering of police-student relationships, conflict resolution between students and the building of a safe atmosphere on each campus.
 - D. SST will attempt to give priority to calls for service to incidents occurring on the high school and middle school campuses within the City of Pasadena. SST Officers will attempt to prevent and mitigate issues before they occur. SST officers will provide conflict resolution between students and defer to school administration. The approach to dealing with criminal conduct is intended to facilitate the creation of an atmosphere that promotes safety and education.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 4

- E. Through mutual agreement, the Police Chief will communicate activity reports summarizing Safe Schools Team officers' activity directly to the School District Superintendent.
- F. The Police Commander of the Field Operations Division (FOD) will attend the School District Safety Committee meeting twice annually to provide a summary of Safe Schools Team activity.
- G. This MOU does not apply to policing of School District events that occur outside of normal school hours. School District will follow the established process for hiring Police Department personnel to staff special events (e.g., dances, sporting events, etc.) by contacting the Pasadena Police Department Event Planning Section.
- H. Safe Schools Team supervision will meet with each high school and middle school principal at least once a month while school is in session to identify issues and evaluate progress. Monthly PPD activity reports, including the number of calls for service, arrests, citations, etc., will be shared with the Superintendent and/or designee.
- I. SST officers will generally be assigned as the first responder to the following call types:
 - 1. Priority 1 – A crime *is in progress* and there is an immediate threat to life or property, and/or the possibility of apprehending a suspect is high (e.g., shootings, rapes, robberies, burglaries, or fights).
 - 2. Priority 2 – An active event in which there is not an immediate threat to life or property, and the possibility of apprehending a suspect is not imminent. Generally, some time has elapsed between the crime occurring and its reporting (e.g., child abuse, public intoxication, group disturbance, indecent exposure).
 - 3. Priority 3 – An event in which there is not a threat to life or property and there is not a likelihood of apprehending a suspect (e.g., auto burglary, grand theft, felony malicious mischief).

VI. SCHOOL DISTRICT RESPONSIBILITIES

- A. The School District Security Personnel will coordinate their activities in response to the recommendations from the SST sergeant.
- B. The Principal of the school campus will be responsible for ensuring the performance of the security personnel assigned to their school and adherence to the expectations established by the School District in collaboration with the City. This will allow effective communication and consistent application of an overall security philosophy.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 5

- C. Calls for police service will be made to the Pasadena Police Department's Communications Section using 9-1-1 for emergencies and (626) 744-4241 for other service requests. Incidents that would likely require a police response or police involvement, which occur on a School District campus within the City, should be brought to the attention of the Police Department immediately.
- D. A delayed police report form will be completed by the School Administration for petty thefts (value of \$950.00 and under) and malicious mischief or vandalism (less than \$950.00 in damage). School District administration will be responsible for obtaining, completing and turning in the delayed police report form.
- E. School District personnel will not supervise or direct the actions of Police Department personnel providing policing services on the campuses within the City of Pasadena.
- F. School District personnel are responsible for annually training all personnel with Administrative Regulation (AR) 5145.11, Protocol for Administrators when Law Enforcement Personnel Questions Students.
- G. School District personnel will evaluate the appropriateness of handling on-campus incidents administratively and/or by reporting to Police Department personnel for criminal investigation, when required by Education Code 48902.

VII. POLICE DEPARTMENT COMPLAINT INVESTIGATIONS

- A. The Pasadena Police Department has a review process for citizen comments, positive or negative, involving Police Department personnel.
 - 1. The process is designed to be transparent and provide feedback to the involved parties while assuring that individual rights of the complainant and involved personnel are respected.
 - 2. The process is initiated by contacting Police Department supervision, in person, telephonically or in writing. Pasadena Police contact forms will be provided to the School District and made available at the School District Office, as well as in the administrative offices at PUSD high school and middle school campuses within the city.
 - 3. Completed contact forms received at School District locations should be delivered by the School District without delay to the SST Sergeant or Lieutenant to begin the review process.
 - 4. Complaints received by either party will be shared with the other, unless otherwise prohibited by law.

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 6

VIII. DISPUTES

- A. Disputes involving the conduct of School District employees will be handled in accordance with School District's personnel rules and practices.
- B. Disputes involving Pasadena Police Department employees will be handled in accordance with Pasadena Police Department personnel rules and practices.
- C. Disputes between School District employees and Pasadena Police Department employees may be referred to the Chief of Police and the Superintendent of the School District, or their designees, for resolution.

IX. LIABILITY/INSURANCE/INDEMNITY

- A. This MOU shall be covered by liability, insurance and indemnity provisions.
 - 1. Each party to this agreement agrees to defend itself, its Council Members, Board Members, Commissioners, officers, employees and agents.
 - 2. Notwithstanding the foregoing, a party shall reimburse the other for reasonable cost, including cost of attorneys, in the event of sole negligence or willful misconduct by that party, its employees, or agents.
 - 3. The School District agrees to defend, hold harmless and indemnify the City and/or its Council Members, Commissioners, officers, employees and agents from all claims, loss, damage, lawsuits and liability resulting from or occurring during the exercise of any function or activity pursuant to this MOU, except in the event of sole negligence or willful misconduct by the City, its employees, or agents.

X. NOTICE

Any notice given by one party to the other shall be given in writing and delivered to:

TO CITY: PASADENA POLICE DEPARTMENT
Attention: Chief of Police
207 N. Garfield Avenue
Pasadena, CA 91101

TO SCHOOL DISTRICT: PASADENA UNIFIED SCHOOL DISTRICT
Attention: School District Superintendent
351 S. Hudson Avenue
Pasadena, CA 91109

IN WITNESS WHEREOF, the parties have caused their duly authorized representatives to execute

Appendix 1: Examples of Memoranda of Understanding (MOUs)

Example 2: City of Pasadena, California, Page 7

this Memorandum of Understanding effective the date shown below.

CITY OF PASADENA

Dated: _____

PASADENA UNIFIED SCHOOL DISTRICT

Dated: _____
Superintendent

ATTEST:

City Clerk

APPROVED AS TO FORM:

Acting Chief Assistant City Attorney

