

# APPENDIX TO POLICY 10

## Law Enforcement Interactions with Students

Strategies for Youth has created [12 Model Law Enforcement Policies for Youth Interaction](#) to provide law enforcement agencies and officers with guidance on how to interact with youth in developmentally appropriate, trauma-informed, equitable ways that comply with the law. This appendix contains additional source and background information for [Policy 10: Law Enforcement Interactions with Students](#)

### Definitions of School Resource Officer (SRO) and School-Based Law Enforcement Officer

#### **Federal law defines school resource officer as:**

a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations—

- (A) to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school;
- (B) to develop or expand crime prevention efforts for students;
- (C) to educate likely school-age victims in crime prevention and safety;
- (D) to develop or expand community justice initiatives for students;
- (E) to train students in conflict resolution, restorative justice and crime awareness;
- (F) to assist in the identification of physical changes in the environment that may reduce crime in or around the school; and
- (G) to assist in developing school policy that addresses crime and to recommend procedural changes.

See 34 U.S.C. § 10389(4)

## Appendix to Policy 10 (cont'd)

### **U.S. DEP'T OF JUST. CMTY. ORIENTED POLICING SERVICES, GUIDING PRINCIPLES FOR SCHOOL RESOURCE OFFICER PROGRAMS 3 (2022)**

<https://portal.cops.usdoj.gov/resourcecenter/RIC/Publications/cops-p460-pub.pdf>

This guidance used the federal law definition of school resource officer. “In addition to SROs, another model is the school-based law enforcement (SBLE) officer, who serves on a school district’s own police force.” *Id.*, at 3.

### **JOSEPH McKENNA & ANTHONY PETROSINO, SCHOOL POLICING PROGRAMS: WHERE WE HAVE BEEN AND WHERE WE NEED TO GO NEXT, NAT’L INST. OF JUST. 10 (2022)**

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

This report defines a school resource officer as “[a] sworn peace officer who is employed by the local or county law enforcement agency with the goal of increasing safety and security for the school district or campus”, while a “district employed police officer” is defined as an officer who “works specifically for a district in a licensed peace officer capacity.” *See id.* at 3, 10.

## Why the School Setting is Different for Law Enforcement Officers

**McKENNA & PETROSINO, *supra***, at 26-27

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

The school setting requires officers to understand state educational codes and local district policies, to function in situations that are not typical for law enforcement, and to navigate potential conflicts between the law enforcement “subculture” of “crime fighter or law enforcer” and the “educational and mentoring goals of a school setting.”

## Need for Law Enforcement Training on Interactions with Students

**Lucy Sorensen & Montserrat Avila-Acosta, *Navigating the Tradeoffs of Police In Schools***, BROOKINGS INST. (Sept. 7, 2023)

<https://www.brookings.edu/articles/navigating-the-tradeoffs-of-police-in-schools/#:~:text=Adverse%20effects%20are%20more%20pronounced%20for%20male%20students,students%20with%20disabilities%20than%20for%20students%20without%20disabilities>

“Even though SROs funded through the Community Oriented Policing Services Hiring Program are required to complete basic training, there is currently no national training guidance for SROs, and training requirements vary widely across states.”

## Appendix to Policy 10 (cont'd)

### **McKENNA & PETROSINO, *supra*, at 29-31**

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

The authors contend that most police academy training does not include specialized instruction on how to work with youth or work in schools with students; reportedly, officers may be trained once, with no ongoing requirements, and with no evaluation of the impact of training programs.

### **KRISTIN HENNING, *THE RAGE OF INNOCENCE: HOW AMERICA CRIMINALIZES BLACK YOUTH* 134 (2021)**

The author cites a 2013 study indicating that, police academies nationwide spent less than one percent of total training hours on juvenile justice topics. “Without better training and guidance, police in schools do what they always do. They detain, investigate, interrogate, and arrest” and “intervene with force—sometimes violent and deadly force.” *Id.* at 135.

### **STRATEGIES FOR YOUTH, *TWO BILLION DOLLARS LATER: STATES BEGIN TO REGULATE SCHOOL RESOURCE OFFICERS IN THE NATION’S SCHOOLS; A SURVEY OF STATE LAWS* 4-5, 11-12 (2022)**

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/09/SFY-Two-Billion-Dollars-Later-Report-091422-web.pdf>

As of 2022, 29 states and the District of Columbia have passed laws that specifically address training of SROs, but 22 states have no legislation requiring SRO training. In addition, even where training is required, only 14 jurisdictions require that SROs be trained in adolescent development. *See id.* at 11. Only 10 states require that SROs be trained to recognize and address signs that youth may be experiencing mental health problems, and only three states require training that focuses on improving SROs’ ability to work effectively with youth by providing developmentally appropriate, trauma-informed, and racially-equitable curricula. *See id.* at 4.

## Data on Student Referrals to Law Enforcement and School-Based Arrests

### **U.S. DEP’T OF EDUC. OFFICE FOR C. R., *REFERRALS TO LAW ENFORCEMENT AND SCHOOL-RELATED ARRESTS IN U.S. PUBLIC SCHOOLS* (2023)**

[https://ocrdata.ed.gov/assets/downloads/Referrals\\_and\\_Arrests\\_Part5.pdf](https://ocrdata.ed.gov/assets/downloads/Referrals_and_Arrests_Part5.pdf)

The U.S. Department of Education defines a referral to law enforcement as “an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.” *See id.* The Department defines a school-based arrest as “an arrest of a student for any activity conducted on school grounds, during on-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.” *See id.*

## Appendix to Policy 10 (cont'd)

### U.S. DEP'T OF EDUC. OFFICE FOR C. R., *supra*

In the 2017-18 school year:

- 23.7% of public school referrals to law enforcement resulted in a school-based arrest.
- Black and Native American/Alaska Native youth represented larger percentages of students who received referrals to law enforcement or were subjected to school-based arrest than their overall enrollment.
- Black youth represented approximately 15.1% of overall student enrollment, 28.7% of students referred to law enforcement, and 31.6% of students subjected to school-based arrests.
- Native American/Alaska Native Youth represented approximately 1% overall of student enrollment, 1.7% of students referred to law enforcement, and 1.6% of students subjected to school-based arrest.
- “Hispanic or Latino” students represented approximately 27.2% of overall student enrollment, 25.7% of student referred to law enforcement, and 26.4% of students subjected to school-based arrests.
- Asian students represented approximately 5.2% of overall student enrollment, 1.6% of students referred to law enforcement, and 1.2% of students subjected to school-based arrest.
- Students with disabilities were approximately 15% of public school enrollment, but represented approximately 30% of students referred to law enforcement and approximately 29% of students subjected to school-based arrest.
- Boys were 51% of the overall student enrollment but accounted for approximately 70% of referrals to law enforcement and student-related arrests.

## Potential Harm to Students When Officers in Schools Take a Traditional Law Enforcement Approach

### U.S. DEP'T OF JUST., INVESTIGATION OF THE FERGUSON POLICE DEPARTMENT 37-38 (2015)

[https://www.justice.gov/sites/default/files/crt/legacy/2015/03/04/ferguson\\_findings\\_3-4-15.pdf](https://www.justice.gov/sites/default/files/crt/legacy/2015/03/04/ferguson_findings_3-4-15.pdf)

DOJ found the use of force against students by officers in the Ferguson Police Department SRO Policing Program, in combination with the Police Department's “culture of unreasonable enforcement actions more generally,” resulted in “police action that is unreasonable for a school environment.” Ferguson SROs' views that increased arrests in schools was a positive development “suggests a failure of training (including training in mental health, counseling, and the development of the teenage brain); a lack of priority given to de-escalation and conflict resolution; and insufficient appreciation for the negative educational and long-term outcomes that can result from treating disciplinary concerns as crimes and using force on students.” See *id.* at 38.

## Appendix to Policy 10 (cont'd)

**U.S. DEP'T OF JUST. CMTY. ORIENTED POLICING SERVICES, *supra*, at 5**

<https://portal.cops.usdoj.gov/resourcecenter/RIC/Publications/cops-p460-pub.pdf>

“Although there is a need for more rigorous research evaluating the effects of SROs in schools, some studies have found an increased use of exclusionary student discipline and arrests in schools where SROs are present.”

**McKENNA & PETROSINO, *supra*, at 51**

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

“Some research indicates, for example, that schools are less likely to use restorative practices when police are present, and that police reshape school climate to make it more punitive and less focused on emotional and educational supports.”

**INT'L ASS'N OF CHIEFS OF POLICE, SCHOOL-POLICE PARTNERSHIPS: CONSIDERATIONS 3 (2020)**

<https://www.theiacp.org/sites/default/files/2020-07/School-Police%20Policy%20-%20FULL%2007092020.pdf>

“Outsourcing school disciplinary functions to law enforcement exposes juveniles unnecessarily to the criminal justice system, resulting in harsher punishments and an increased likelihood to be exposed to the system again. It has also been frequently cited that this ‘school-to-prison-pipeline’ disproportionately affects African American students.”

**POLICE EXEC. RSCH. F., AN INCLUSIVE APPROACH TO SCHOOL SAFETY: COLLABORATIVE EFFORTS TO COMBAT THE SCHOOL-TO-PRISON PIPELINE IN DENVER 6 (2018)**

<https://www.policeforum.org/assets/DenverSchools.pdf>

“[A] negative result of SROs in school districts around the country is early involvement in the criminal justice system with associated negative educational and career outcomes.” In Denver, Colorado, in the early 2000s, police involvement led to “unnecessary arrests and criminalization of low-level student misbehavior.” See *id.* at 28. As a community leader reported, “We saw student behavior become criminalized. Shoving matches became assault, yelling became disturbing the peace, and felt-tip markers became graffiti instruments. Students were ticketed for normal student behavior.” See *id.*

**Ronet Bachman et al., *Predicting Perceptions of Fear at School and Going to and From School for African American and White Students: The Effects of School Security Measures*, 43 YOUTH & Soc'y, 705, 705–26 (2011)**

This study found that being stopped at school by police officers was a “potent” predictor of heightened emotional distress and posttraumatic stress symptoms in youth, and that the presence of guards and metal detectors in schools significantly increased students’ fear.

## Appendix to Policy 10 (cont'd)

### **HENNING, *supra*, at 135**

“Ultimately, more police in schools ... means more arrests for minor infractions that teachers and principals used to handle on their own.” In addition, “evidence shows that educators routinely depend on police to handle minor misbehaviors such as disobedience, disrespectful attitudes, disrupting the classroom, and other adolescent behaviors that have little or no impact on school safety.” See *id.* “Youth today are experiencing record levels of depression, anxiety, and trauma.... Unfortunately, most schools don’t have the resources to help students deal with these challenges. Policing only makes them worse.” *Id.* at 137-38.

### **CTR. FOR POLICING EQUITY, DO WE NEED POLICE IN SCHOOLS? 1-2 (2023)**

[https://policingequity.org/school-safety/73-community-resource-school-safety/file?utm\\_source=-press&utm\\_medium=release&utm\\_campaign=community-up-k12](https://policingequity.org/school-safety/73-community-resource-school-safety/file?utm_source=-press&utm_medium=release&utm_campaign=community-up-k12)

“Communities know that police contact with students can lead to unnecessary arrests and discipline. Schools with designated police officers arrest students 3.5 times as often as those without. Black, Latinx, Indigenous, and LGBTQ+ students face the highest risk of being arrested or having force used on them at school, especially if they are disabled. Being stopped, ticketed, or arrested at school makes it more difficult for children to succeed in school and increases their likelihood of future criminal involvement. Echoing what Black communities have long said, research shows that police in schools do not make Black students feel safer. Every community wants law enforcement to keep school children safe from intruders and school shooters. But schools should not be places where police officers surveil children for lawbreaking, arrest children, or use force on them. Even police agree that they ‘should not be involved in student discipline.’ The role of police at schools is to protect children against external threats, not to punish students’ misbehavior.” *Id.*; see also CTR. FOR POLICING EQUITY, REDESIGNING PUBLIC SAFETY: K-12 SCHOOLS (2023), <https://policingequity.org/school-safety/71-white-paper-school-safety/file>

### **ROBIN L. DAHLBERG, ARRESTED FUTURES: THE CRIMINALIZATION OF SCHOOL DISCIPLINE IN MASSACHUSETTS’ THREE LARGEST SCHOOL DISTRICTS 5 (2012)**

[https://www.aclu.org/sites/default/files/field\\_document/maarrest\\_reportweb.pdf](https://www.aclu.org/sites/default/files/field_document/maarrest_reportweb.pdf)

“While some school districts use on-site officers to apprehend students who pose a real and immediate threat to the physical safety of those around them, others predominantly use these officers to enforce their code of student conduct. In such districts, officers are encouraged to arrest, in many cases using public order offenses as a justification, students who are unruly, disrespectful, use profanity, or show ‘attitude.’”

## Impact of Law Enforcement Interactions at School on Students of Color

**McKENNA & PETROSINO**, *supra*, at 43

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

“Another result, albeit from correlational studies, is that school policing is experienced differently by different racial and ethnic student groups. These studies report that Black and Hispanic students have, on average, less positive perceptions of school police when compared to white students, although these differences vary across survey studies. Similarly, at least one study suggests that SROs themselves view the source of threats to school safety differently if they are assigned to a white-majority school district versus a Black-majority district.” See *id.*

**Sorensen & Avila-Acosta**, *supra*

<https://www.brookings.edu/articles/navigating-the-tradeoffs-of-police-in-schools/#:~:text=Adverse%20effects%20are%20more%20pronounced%20for%20male%20students,students%20with%20disabilities%20than%20for%20students%20without%20disabilities>

The presence of an SRO “disproportionately harms Black students. Out-of-school suspensions increase by 1.9 times more, expulsions by 3.3 times more, and arrests by 2.5 times more for Black students than for white students upon introduction of an SRO to the school.” See *id.* Further, “[d]ata show that Black students are less likely to feel safe in the presence of SROs, and SROs are more likely to view students as threats in racially diverse urban schools than in affluent, white suburban schools. School districts and states should take these issues of racial bias in policing into account as they consider whether to further invest in SROs and/or whether to implement policies governing the use of SROs.” See *id.*

**Amanda Gellar & Jeffrey Fagan**, *Police Contact and the Legal Socialization of Urban Teens*, 5 RUSSELL SAGE FOUND. J. SOC. SCI. 26, 27 (2019)

“Police are also regularly present in urban and suburban schools, and often have the authority to make arrests and engage in other enforcement activity, often for minor incidents that could be handled informally by school officials.” The authors explain, “[a]s true of aggressive street policing, the burden of police contact in schools falls predominantly on black and Latino youth.” See *id.* at 27.

**REBECCA EPSTEIN ET AL.**, **DATA SNAPSHOT: 2017-2018 NATIONAL DATA ON SCHOOL DISCIPLINE BY RACE AND GENDER 3** (2020)

<https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/12/National-Data-on-School-Discipline-by-Race-and-Gender.pdf>

Based on an analysis of the 2017-2018 U.S. Department of Education data, the authors concluded that Black and Native American girls had the highest risk of referrals to law enforcement from schools and the highest risk of school-based arrests.

## Appendix to Policy 10 (cont'd)

### **HENNING, *supra*, at 132-143**

The author describes “racially discriminatory policing in America’s public schools,” *id.*, at 133, including disparities in referring Black students to law enforcement and school-based arrests. In addition, inadequate guidance for police officers in school results in “criminalizing school discipline “ *see id.*, with a disproportionate impact on Black youth. The author further asserts: “Not only do students *feel* less safe in school, but they *are* less safe. Policing in schools puts Black children at risk of physical harm.” *Id.*, at 141-42. The author describes documented incidents of students of color, including those as young as 12 years old, being hit, punched, pepper sprayed, shocked with a stun gun, body-slammed and even killed by police at school, and asserts that “[m]ost often, police violence is inflicted in response to non-violent student behaviors. *See id.*, at 142-43.

### **STRATEGIES FOR YOUTH, HOW DO SCHOOL RESOURCE OFFICERS IMPACT RACIAL EQUITY IN THE NATION’S SCHOOLS: A REVIEW OF RESEARCH & SCHOLARSHIP 14 (2020)**

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2020/12/How-Do-SROs-Impact-Racial-Equity-in-Schools.pdf>

Studies indicate that “regular interactions with police officers both in and out of school have a harmful effect on students’ academic performance,” and this is especially true for Black students, “who are more likely to exhibit signs of trauma as a result of these interactions.”

### **ADVANCEMENT PROJECT, WE CAME TO LEARN: A CALL TO ACTION FOR POLICE-FREE SCHOOLS 31-44 (2018)**

<https://advancementproject.org/wecametolearn/>

This report describes incidents of alleged verbal and physical abuse of students of color by law enforcement officers.

### **Erica L. Green et al., *A Battle for the Souls of Black Girls*, N.Y. TIMES (OCT. 1, 2020)**

<https://www.nytimes.com/2020/10/01/us/politics/black-girls-school-discipline.html>

“Black girls’ discipline rates are not far behind those of Black boys; and in several categories, such as suspensions and law enforcement referrals, the disparities between Black and white girls eclipse those between Black and white boys. A New York Times analysis of the most recent discipline data from the Education Department found that Black girls are over five times more likely than white girls to be suspended at least once from school, seven times more likely to receive multiple out-of-school suspensions than white girls and three times more likely to receive referrals to law enforcement.”



## Impact of Law Enforcement Interactions at School on Youth With Disabilities

**Sorensen & Avila-Acosta**, *supra*

<https://www.brookings.edu/articles/navigating-the-tradeoffs-of-police-in-schools/#:~:text=Adverse%20effects%20are%20more%20pronounced%20for%20male%20students,students%20with%20disabilities%20than%20for%20students%20without%20disabilities>

The adverse effects of SROs on discipline and arrest rates are “more pronounced for students with disabilities. Effects of an SRO on suspension, expulsion, and arrest are all nearly three times larger for students with disabilities than for students without disabilities.” *Id.*

**HENNING**, *supra*, at 138

“With so few resources to support and manage students with special needs, disabilities, and related behavioral problems, teachers frequently turn to law enforcement for help. Students with disabilities are nearly three times more likely to be arrested than students without disabilities. That risk is multiplied for Black and Latinx students with disabilities.... As parents, students, and teachers have long feared, police officers are not well suited to navigate the range of emotional and psychological issues students exhibit in school. And in many cases, police do more harm than good.” *Id.* Students with disabilities “figure prominently” in cases involving use of force against students. *See id.*, at 142.

## Impact of Law Enforcement Interactions at School on LGBTQI+ Students

**SOMJEN FRAZER ET AL., PROTECTED AND SERVED?**, Lambda L. & Black & Pink Nat'l (2023)

[https://issuu.com/lambdalegal/docs/protected\\_and\\_served\\_5.22?e=2970157888/97360560](https://issuu.com/lambdalegal/docs/protected_and_served_5.22?e=2970157888/97360560)

In a survey of LGBTQ+ young adults, survey participants reported past “hostility” from school police or school safety officers during their high school years, *See id.*, at 4, including verbal harassment, physical assaults, sexual assaults, and being accused by school security of an offense they did not commit. *See id.*, at 8.

## Exclusionary School Discipline

### U.S. GOV'T ACCOUNTABILITY OFFICE, DISCIPLINE DISPARITIES FOR BLACK STUDENTS, BOYS, AND STUDENTS WITH DISABILITIES (2018)

<https://www.gao.gov/assets/gao-18-258.pdf>

"Black students, boys, and students with disabilities were disproportionately disciplined in K-12 public schools, according to our analysis of [the U.S. Department of Education's] most recent [Civil Rights Data Collection] data. This pattern of disproportionate discipline persisted regardless of the type of disciplinary action, level of school poverty, or type of public school these students attended." *Id.*, at 12.

### EPSTEIN ET AL, *supra*

<https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/12/National-Data-on-School-Discipline-by-Race-and-Gender.pdf>

"Accounting for enrollment, students of color were overdisciplined in all categories of school discipline compared to white students. Black students were the most overdisciplined group across all six categories. Importantly, our analysis also revealed that girls of color were overdisciplined compared to their white counterparts at even higher rates than boys of color compared to white boys, with only two exceptions. In fact, Black girls have the highest rate of overrepresentation compared to white youth of any other race and gender group.... Girls who were identified as Native American, as having 'two or more races', as Hawaiian/Pacific Islander (HI/PI) and as Hispanic also had a higher risk of school discipline than white girls in almost every category. For all these groups, the risk was similar—but usually higher—than that of their boy counterparts."

### EDUC. L. CTR., WE NEED SUPPORTIVE SPACES THAT CELEBRATE US: BLACK GIRLS SPEAK OUT ON PUBLIC SCHOOLS (2023)

<https://www.elc-pa.org/wp-content/uploads/2023/05/FINAL-Supportive-Spaces-for-web.pdf>

Students participating in focus groups in Pennsylvania reported that Black girls face "discriminatory discipline on the basis of their race and gender," including in the enforcement of with respect to school dress and grooming codes. *See id.*, at 13, *see also id.*, at 21-23. Black girls also identified "being targeted or at higher risk of discipline due to racism and sexism" among "specific incidents of anti-Black racism." *See id.*, at 4, *see also id.* at 13, 26-27.

## Restorative Justice

**TREVOR FRONIUS ET AL., RESTORATIVE JUSTICE IN U.S. SCHOOLS AN UPDATED RESEARCH REVIEW 2** (2019)

<https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf>

As schools seek “means of achieving school safety and stability without relying on suspensions and police referrals,” restorative justice “is viewed by many as one approach that has the potential to keep young people in school, address the root causes of the behavior issues, and repair and improve relationships among students and between students and staff.” See *id.*

**Tom R. Tyler, *Restorative Justice and Procedural Justice: Dealing with Rule Breaking***, 62 J. Soc. ISSUES 307, 317-18 (2006)

“By using fair processes, the police encourage the activation of the social values that sustain law-abiding behavior over time.” Furthermore, “fair procedures encourage immediate deference, lessen the likelihood of spirals of conflict, and increase the legitimacy of the police and courts. Hence, fair procedures have both immediate and long-term positive consequences.” See *id.* at 318.

## Memoranda of Understanding Between School Districts and Law Enforcement

**SRO-MOU REV. COMM’N, SCHOOL RESOURCE OFFICER MODEL MEMORANDUM OF UNDERSTANDING** (2022)

<https://www.mass.gov/doc/2022-school-resource-officer-memorandum-of-understanding/download>

**VA. DEP’T OF CRIM JUST. SERV., COMMONWEALTH OF VIRGINIA SCHOOL-LAW ENFORCEMENT PARTNERSHIP MODEL MEMORANDUM OF UNDERSTANDING** (2022)

[https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/published\\_model\\_mou\\_dec\\_22.pdf](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/published_model_mou_dec_22.pdf)

**FAIRFAX CNTY. PUB. SCH., MEMORANDUM OF UNDERSTANDING BETWEEN FAIRFAX COUNTY PUBLIC SCHOOLS (VA) AND THE FAIRFAX COUNTY POLICE DEPARTMENT** (2018)

<https://www.fcps.edu/node/36886>

**GREENFIELD PUB. SCH., SCHOOL RESOURCE OFFICER (SRO) MEMORANDUM OF UNDERSTANDING (MOU)** (2017)

<https://www.gpsk12.org/school-committee/school-resource-officer-sro-memorandum-of-understanding-mou/>

## Appendix to Policy 10 (cont'd)

### **Sorensen & Avila-Acosta, supra**

<https://www.brookings.edu/articles/navigating-the-tradeoffs-of-police-in-schools/#:~:text=Adverse%20effects%20are%20more%20pronounced%20for%20male%20students,students%20with%20disabilities%20than%20for%20students%20without%20disabilities>

MOUs between school districts and police departments “should clearly delineate the roles of SROs and ensure that they are not pulled into school disciplinary responses to minor infractions. These MOUs should be clearly communicated not only to SROs but also to school administrators such that they know when and how to appropriately involve an SRO in student issues.” *Id.*

### **HENNING, supra, at 317**

MOUs between school districts and law enforcement agencies “should include minimum training requirements and detail how legal issues, such as searches, seizures, and interrogations will be handled.” Additionally, “MOUs should be periodically reassessed to determine if the relationship or goals should be redefined, and school districts should provide students and community members with an opportunity to annually review the school resource program and develop a process for families to complaint about abuses by school resource officers.” *See id.*

### **STRATEGIES FOR YOUTH, TWO BILLION DOLLARS LATER: STATES BEGIN TO REGULATE SCHOOL RESOURCE OFFICERS IN THE NATION’S SCHOOLS, A SURVEY OF STATE LAWS 12 (2022)**

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/09/SFY-Two-Billion-Dollars-Later-Report-091422-web.pdf>

As of 2022, 18 states address the creation of MOUs between schools and law enforcement agencies. Although few legislatures spell out what topics an MOU should contain, some state laws have required more specificity, including addressing what behaviors warrant law enforcement intervention, information-sharing between schools and law enforcement, SRO supervision and chain of command, SRO and SRO Policing Program review, the roles and responsibilities of the SRO and school personnel, SRO training, and data collection and reporting. *See id.*

### **STRATEGIES FOR YOUTH, MOU CHECKLIST FOR SCHOOL RESOURCE OFFICERS (2022)**

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/07/MOU-Checklist-063022.pdf>

### **STRATEGIES FOR YOUTH, PARENT’S CHECKLIST FOR SROs IN YOUR CHILDREN’S SCHOOLS (2018)**

<https://tnstep.org/wp-content/uploads/2022/06/Parents-Checklist-for-SROs-in-Your-Childrens-Schools.pdf>

### **JUST. POL’Y INST., EDUCATION UNDER ARREST: THE CASE AGAINST POLICE IN SCHOOLS 29-30 (2011)**

[https://justicepolicy.org/wp-content/uploads/2022/02/educationunderarrest\\_fullreport.pdf](https://justicepolicy.org/wp-content/uploads/2022/02/educationunderarrest_fullreport.pdf)

This report described cooperative interagency agreements in Clayton County, Georgia and Jefferson County, Alabama to establish a system of graduated responses to school-based misdemeanor offenses, and the resulting significant reduction in students being referred to juvenile court.

## Hiring, Supervision, and Assessment of SROs and School Based Law Enforcement Officers

**U.S. DEP'T OF JUST.** CMTY. ORIENTED POLICING SERVICES, *supra*, at 9-10

<https://portal.cops.usdoj.gov/resourcecenter/RIC/Publications/cops-p460-pub.pdf>

The guidance recommends that SROs be selected through a specialized hiring process that focuses on the unique demands of school-based law enforcement and that incorporates school and community input, that performance criteria in SRO evaluations be “tailored to the unique role of SROs,” such as evaluating the “ability to de-escalate and use alternatives to prevent citations, ticketing, and arrests,” and that school staff, students, and family members have an opportunity to provide input about SRO performance.

**McKENNA & PETROSINO**, *supra*, at 64

<https://www.ojp.gov/pdffiles1/nij/301592.pdf>

“Putting more focus on, and gaining a better understanding of, officer selection for school policing programs has implications for both research and practice.”

**HENNING**, *supra*, at 318

As part of reimagining the role and limits of police in schools, “[s]chool districts should be included in the recruitment and selection of school resource officers and engage the community in the oversight of those officers.”

## Alleged Misconduct by SROs

**Phillip Matthew Stinson, Sr. & Adam M. Watkins**, *The Nature of Crime by School Resource Officers: Implications for SRO Programs*, 4 SAGE OPEN 1 (2014)

Information gathered from online news sources over a seven-year period indicates that although SROs were rarely arrested for criminal misconduct, when they were arrested, they were most often arrested for a sex-related offense involving a female adolescent. Research also indicated that the majority of SROs affected for sex crimes “chose a victim(s) enrolled at the school at which they were employed.” *Id.*, at 5. In addition, “[a]ll of the student involved cases in our study represent instances where an SRO engaged in inappropriate behavior by making sexually explicit remarks or initiating sexual contact with a student.” *Id.*, at 6.

## Appendix to Policy 10 (cont'd)

**Mckenna Kohlenberg & Amy Meek, *What the Research Shows: Sexual Misconduct and Gender Discrimination by School Resource Officers (SROs)*, CHICAGO LAWYERS COMMITTEE FOR CIVIL RIGHTS (2020)**

<https://static1.squarespace.com/static/5871061e6b8f5b2a8ede8ff5/t/5f2c60cf93550103571852b0/1596743887563/CLC+Research+Brief+-+SROs+%2B+Gender.pdf>

This document summarizes research as finding that (1) “SROs Are ‘\Significantly More Likely’ Than Other Police to Be Arrested for Sex-Related Offenses;” (2) “SROs Police and Enforce Gender and Sexuality Norms, Leading to Disparate Harm to Black Girls;” and (3) “Punitive Discipline Policies Harm LGBTQ and Gender Non-Conforming Youth, Especially Those of Color.” See *id.*, at 1-2. The authors also cite research to support school climates that are “free of gender discrimination, sexual harassment, and sexual assault.” See *id.*, at 2.

## SRO Training Requirements and Suggestions for Training Curriculum

**U.S. DEP’T OF JUST. CMTY. ORIENTED POLICING SERVICES, *supra*, at 10-12**

<https://portal.cops.usdoj.gov/resourcecenter/RIC/Publications/cops-p460-pub.pdf>

The guidance describes recommended training for SROs and school staff.

**SRO-MOU REV. COMM’N, SCHOOL RESOURCE OFFICER MODEL MEMORANDUM OF UNDERSTANDING (2022)**

<https://www.mass.gov/doc/2022-school-resource-officer-memorandum-of-understanding/download>

This model MOU describes training requirements for SROs, including: (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults; (ii) child and adolescent cognitive development; (iii) engagement and de-escalation tactics that are specifically effective with youth; and (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.; (v) hate crime identification and prevention training curriculum; and (vi) helping school resource officers interact effectively with school personnel and victim communities and build public confidence with cooperation with law enforcement agencies. See *id.*

**INT’L ASS’N OF CHIEFS OF POLICE, SCHOOL-POLICE PARTNERSHIPS: CONCEPTS & ISSUES 4-5 (2020)**

<https://www.theiacp.org/sites/default/files/2020-07/School-Police%20Policy%20-%20FULL%2007092020.pdf>

“SROs should receive specialized training prior to beginning their assignment. “This training may include interacting with juveniles, child and adolescent development, and policing the teenage brain. Because of the unique ways adolescents process and respond to situations, it is important to train officers to adapt their responses and use alternatives to arrest whenever possible.” *Id.* at 5.

## Appendix to Policy 10 (cont'd)

### **STRATEGIES FOR YOUTH, TWO BILLION DOLLARS LATER: STATES BEGIN TO REGULATE SCHOOL RESOURCE OFFICERS IN THE NATION'S SCHOOLS; A SURVEY OF STATE LAWS (2022)**

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/09/SFY-Two-Billion-Dollars-Later-Report-091422-web.pdf>

“The promising news in our findings is that almost half of states recognize and have acted upon the need to develop training for SROs. We are also encouraged by the fact that 24 states as well as the District of Columbia have passed legislation specifically addressing the need for SROs to improve the way they communicate and interact with young people.... But there is still much to be concerned about. Advocates in every state must continue to be vigilant in their efforts to ensure that SROs are not pushing children unnecessarily into the juvenile justice system, criminalizing normative adolescent activities, or unnecessarily using force against children who pose no danger to themselves or others. The fact that over half of the states still do not mandate any specific training or oversight for SROs is troubling.” *Id.*, at 17. Moreover “comprehensive training is necessary but not sufficient,” and should be supplemented by state legislation on MOUs, public sharing of policies and practices, and data collection. *Id.*