Racine School COP Officer Program Documentation

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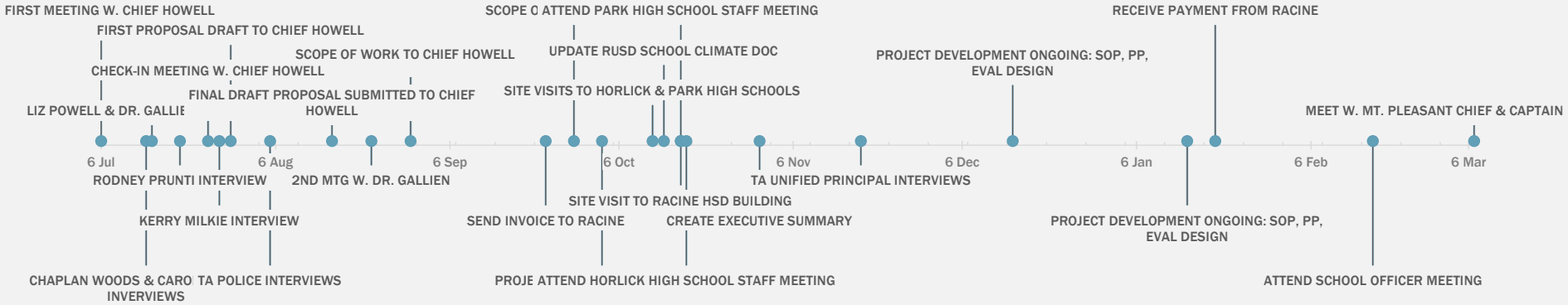
School COP Officer Project Timeline



School COP Officer Project Timeline Detail

DATE	MILESTONE
6-Jul	First Meeting w. Chief Howell
14-Jul	Chaplan Woods & Carol Johnson Inverviews
15-Jul	Liz Powell & Dr. Gallien Interviews
20-Jul	Rodney Prunti Interview
25-Jul	Check-In Meeting w. Chief Howell
27-Jul	Kerry Milkie Interview
29-Jul	First Proposal Draft to Chief Howell
5-Aug	TA Police Interviews
16-Aug	Final Draft Proposal Submitted to Chief Howell
23-Aug	2nd Mtg w. Dr. Gallien
30-Aug	Scope of Work to Chief Howell
23-Sep	Send Invoice to Racine
28-Sep	Scope of Work Approved
3-Oct	Project "To-Do List" Developed
12-Oct	Site Visits to Horlick & Park High Schools
14-Oct	Update RUSD School Climate Doc
17-Oct	Site Visit to Racine HSD Building
17-Oct	Attend Park High School Staff Meeting
18-Oct	Attend Horlick High School Staff Meeting
31-Oct	Create Executive Summary
18-Nov	TA Unified Principal Interviews
15-Dec	Project Development Ongoing: SOP, PP, Eval Design
15-Jan	Project Development Ongoing: SOP, PP, Eval Design
20-Jan	Receive Payment from Racine
17-Feb	Attend School Officer Meeting
7-Mar	Meet w. Mt. Pleasant Chief & Captain

Key Stakeholder Interview – Racine Police Department & Racine Unified School District
Stakeholder Name/Affiliation:

Quick Safe & Sound Overview if people want it * School District/PD – Make sure I understand their current structure

1) How do you work with the Racine Police Department?

2) What, in your view, are the key public safety issues in Racine?

3) Specifically regarding RPD and the School District – what would you like to see come out of this project?

4) What are the barriers to the development of a successful partnership between the police and the schools?

5) Do you have specific concerns about working with Police that should be addressed in a new partnership?

6) What do I need to know about Racine in order to work effectively on this project?

7) What, if any, pitfalls do I need to avoid?

Veteran Officer Interview – Racine Police Department & Racine Unified School District
Name:

Quick Safe & Sound Overview if people want it

1. What is your role at RPD? How long have you been an officer?

2. What is your experience with working as an officer in schools?

3. What, in your view, is the primary goal of having a police officer in the school?

4. When you have a good day in the school - what does that look like?

5. When you have a regular bad day (not an extremely bad day like an active shooter) in the school - what does that look like?

6. If you could create a school resource officer program that fit both your interests/values and the school's interests/values, what would it look like?

7. One of the notions that I came across when reading about school resource officer programs and from my own experience working with a specialized unit in a police district, is that officers doing non-traditional police work can sometimes struggle to feel successful unless there are clear outcomes. Is this true in your experience? What outcomes do you think would be relevant measure of success for a school resource officer program?

8. Do you think there is space to clearly delineate between law enforcement relevant/response events and school disciplinary relevant/response events?

9. What training do officers need to do this work successfully?

10. What training do teachers need to work successfully with a school resource officer program?

11. What RPD support do officers need to do this work successfully?

12. What RUSD support do officer need to do this work successfully?

13. What do you think about the school resource officer program in Racine being an extension of the COP program?

14. What do you think about a multi-disciplinary team, of which the school resource officer would be a part, to help establish and sustain school safety?

15. What didn't I ask that you think is relevant to building/sustaining a strong school resource officer program?

RUSD Interview

Name: High School:

Quick Safe & Sound Overview if people want it

1. How long have you been with RUSD? How long have you been a principal?

2. What is your vision for your school? What do you want to see here? What aspect of your vision is connected to having police officers in the school?

3. **What is your experience working with school resource officers in schools?**

4. **What, in your view, is the primary goal of having a police officer in the school?**

5. When you have a good day in the school - what does that look like?

6. When you have a regular bad day (not an extremely bad day like an active shooter) in the school - what does that look like?

7. **If you could create a school resource officer program that fit both your interests/values and the school's interests/values, what would it look like?**

8. **What outcomes do you think would be relevant measure of success for a school resource officer program?**

9. **How does your school administration and faculty currently delineate between school-based disciplinary responses and law enforcement responses?**

10. **What training do officers need to do this work successfully?**

11. **What training do teachers and administrators need to work successfully with a school resource officer program?**

12. What RPD support do officers need to do this work successfully?

13. What RUSD support do officers need to do this work successfully?

14. What do you think about the school resource officer program in Racine being an extension of the COP program?

15. **If this school had a formalized multi-disciplinary team, what would it look like? Who would be involved?**

16. **What didn't I ask that you think is relevant to this issue?**

School Community Oriented Policing Officer Program

RACINE POLICE DEPARTMENT & RACINE UNIFIED SCHOOL DISTRICT

Bree Spencer
Director of Evaluation & Technical Assistance

SAFE & SOUND

We unite residents, youth, law enforcement and community resources to build safe and empowered neighborhoods.

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Overview

Safe & Sound is a non-profit operating in Milwaukee, Wisconsin focused on uniting residents, youth, law enforcement and community resources to build safe and empowered neighborhoods. As the Wisconsin High Intensity Drug Trafficking Area's Prevention Initiative, Safe & Sound developed a technical assistance program to support communities outside of Milwaukee. The goal is to help municipalities improve public safety through collaboration and the development of creative cross-sector programs.

Safe & Sound approached Racine regarding technical assistance, the result of which is this proposal, developed at the request of Chief Art Howell of the Racine Police Department (RPD). RPD is looking to grow their relationship with the Racine Unified School District (RUSD). The goal is to leverage existing relationships between RPD and RUSD, capitalize on the Racine Community Oriented Policing (COP) House structure and take the best aspects of the current school resource officer program to create a standardized approach for both RPD and RUSD.

Several key community stakeholders were interviewed during the development of this proposal, including several members of the Racine Police Department. I am grateful to the people who took time to meet with me and share their perspectives and insights. Overall, they contributed necessary context about the environment in Racine, ideas for a successful school COP program and key areas of focus.

The contents of this proposal were developed from a combination of stakeholder interviews, readings referenced at the end of this document and Safe & Sound's organizational experiences with collaborative work in public safety.

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Current Partnership & Motivation for Change

Under the current partnership, RPD officers are able to pick-up extra shifts as part-time school resources officers. The officers are supervised and paid by RUSD, but act in a law enforcement capacity under the policies and procedures of RPD. The supervision structure can be confusing and has created some challenges for effective collaboration between RPD and RUSD. While many of the part-time school resource officers have good working relationships with the school staff, there can be discrepancies in school discipline policy that officers find confusing and a blurring of lines between law enforcement and school policy enforcement.

RPD has benefited from veteran officers serving as part-time school resources officers, particularly when those officers have successfully implemented community oriented policing practices in the schools. One challenge with the current structure is the variability in officer-school interaction, which is largely based on the individual officer and the relevant school environment. In a desire to identify best practices and standardize those practices across the school district, RPD and RUSD are working together to develop a consistent school resource officer model to maximize the meaningful work officers are already doing in the schools.

Currently 25% of juvenile arrests in Racine County come out of the schools. This reflects a high number of incidents and/or situations in which school resource officers are engaging with students through a traditional law enforcement approach. One goal of changing the school resource officer program is to expand the toolbox available to officers operating in the schools. By creating more direct collaboration with RUSD and implementing best practices including COP strategies, RPD hopes to improve the learning environment.

It is important to note that of the 25% of juvenile arrests coming out of the schools, Case High School has the highest apprehension rate. As such, it will be important for the Mt. Pleasant Police Department to be involved with this process as well.

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Framework Already in Place for New School COP Officer Program

The primary goal of having COP Officers embedded at RUSD is to improve school safety and help build educational environments that are increasingly conducive to learning. RUSD in its 2016 School Climate Strategic Plan highlights a desire to evolve the school district safety and security model. As noted in the plan, the purpose of this redesign is "to ensure that there is strong alignment of school and community services utilizing the community policing philosophy that promotes problem-solving and proactively addresses immediate concerns in the schools and across our community".

In addition to streamlining the school resource officer program as outlined above, RUSD will focus on crisis intervention training, increased collaboration with law enforcement throughout Racine County and the implementation of Youth Court. For complete details of RUSD's Strategic Plan see the "Racine Unified School District School Climate Strategic Plan 2016" attached to this document.

A joint management structure will oversee the new School COP Officer program. RPD has assigned a member of their command staff at the Deputy Director level to manage the school resource officers in collaboration with RUSD administration.

The current burglary/truancy car officers will be reassigned into new, full-time school resource officer positions. One of these officers will be located at Horlick High School and the other will be placed at Park High. Case High School, located in Mt. Pleasant with approximately 80% of its student body comprised of young adults from Racine, already has a fulltime Mt. Pleasant school resource officer. Part-time school resource officers will continue to support safety and build positive engagement at the high schools and help the full-time school resource officer realize their vision for the school.

Additional staffing for the remainder of the school district, including middle schools, will be comprised of officers selected from the pool of moonlighting-eligible officers. The selected officers will form a mobile unit that will engage the rest of the district schools through proactive prevention approaches, much like school resources officers in the high schools, and as first responders, when there is a call for police service from a school.

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Recommendations

1. **Capitalize on the already existing COP House program by naming the program officers School COP Officers rather than School Resource Officers.** The goal is to grow the Racine brand of community oriented policing while making a clear delineation between the old approach and the new approach to police school engagement.

2. **Create a multi-disciplinary school safety team, at each school, to help develop the COP Officer program, ensure ongoing communication as well as thoughtful collaboration between RPD, RUSD and area community service providers.** This would be a formal expansion of a concept that is already, informally, in place. This team should consist of RUSD school administrative staff, the School COP Officer and community resource providers such as Juvenile Detention Alternatives Initiative (JDAI), juvenile court staff, a mental health professional and any relevant prevention/early intervention providers. The goal is to cut through red tape, streamline communication and address challenges students may have before they result in criminal justice action.

Example: The Red Hook Community Justice service team in Brooklyn, which served as the model for the Milwaukee Drug Court service team is structured similarly to the school team I am envisioning. The Red Hook team consists of a judge, prosecutor, defense attorney/public defender, the individual's case manager and if applicable their substance abuse counselor. By speaking together ahead of the hearing, all members of the team come to a better understanding of the individual's situation and progress. They are then able to come to an agreement about needed next steps. The team notices and incentivizes small wins for the individual and act as a support system for the individual while fulfilling each of their given roles.

Example: This group might be able to leverage home visits to students dealing with truancy or other issues obstructing their ability to engage meaningfully in school. The School COP Officer may have the latitude to access parents, after-school hangouts and other environmental factors that affect a student's life more easily than other service providers at the table.

Opportunity: JDAI is willing to convene the School Safety Teams and get the right people to the table.

3. **Principals and executive administrative staff at each of the three high schools Horlick, Park and Case, should be involved in the multi-disciplinary school safety teams.** This serves to ensure there is open communication and prioritization between the school and the police, allowing for the fulfillment of responsibilities and policies of each organization while honoring the Principal's vision for each school.

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4. **Create both a Memorandum of Understanding (MOU) and a Standard Operating Procedures (SOP) document between RPD and RUSD.** When the SOP is developed, it should **include language that specifies the nature of behavioral events that will require police attention and the nature of events that require only school employee intervention.** Steps should be taken to ensure that both COP officers and school district employees understand their responsibilities and boundaries. It is important for success of the program to ensure that COP officers do not become the disciplinarians of the school, but that teachers and administrators take on the responsibility of addressing lower-level behavioral issues that arise in a school setting. This particular issue is one that fuels significant concern in the academic research and in the general public about having law enforcement officers in schools. Clearly articulating the rules and responsibilities while thoughtfully ensuring that teachable moments in a teenager's life don't become criminal record will, I believe, go a long way to ameliorate these concerns. See the National Center Brief for School Resource Officers Brief, pages 7-9, for detailed recommendations on MOU and SOP creation.

"An SRO [School Resource Officer] who observes a violation of the school code of conduct preserves a safe and orderly environment by making sure that a school administrator is aware of the violation so that school discipline can be determined solely by school officials." – National Association of School Resources Officers, National Center Brief for School Resource Officers, page 8

5. **The Mount Pleasant Police Department should be involved in the planning and implementation of the new School COP Officer program.** This will help ensure consistency for RUSD and smooth the pathway for increased collaboration in the future between the Racine and Mt. Pleasant police departments. It is also important, due to the high amount of juvenile arrests that are currently coming out of Case High School, that Mt. Pleasant take advantage of a new School COP Officer approach.

6. **Hold two brainstorming and planning meetings with RPD officers prior to finalizing the new program design and implementation.** There should be one meeting held with supervisors to discuss the program, explain the thought process behind this change and solicit their support for helping lead the second meeting. The second meeting should be held with the entire team of officers who currently choose to pick-up shifts in the schools. While it will not be possible to accommodate all officer suggestions, RPD recognizes and should utilize their in-house expertise to establish some of the program details. This will help to ensure the new program is the best possible fit for both RPD and RUSD while establishing ownership and buy-in from participating officers.

7. **Prior to rolling out the program, hold a few community engagement meetings around the topic of School COP Officers.** Transparency with the public by providing opportunities for specific areas of community influence can help build buy-in for the program. It will also provide insight for both RPD and RUSD about what is most important to community members regarding police serving in the schools.

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8. **All School COP Officers, full-time and part-time, should attend training** in the areas outlined on page 10 of the National Center Brief for School Resource Officers, namely: Prevention, Early Intervention, Diversion, Adolescent and Developmental Psychology and Substance Abuse. See the brief for further detail on training for school resource officers. This training should also include goals of the program, meaning and tracking of outputs/outcomes, the Racine COP brand and culture as well as the overarching reasons for the program change. It may also be relevant to train officers on research around effective school resource officer programs as well as mistakes that have been made in other jurisdictions. It is important to note that RUSD is specifically interested in ensuring that officers operating in the school system are taking crisis intervention and response training.

Example: During training, specific examples should be provided for officers to clearly demonstrate the type of situations that have been escalated to a law enforcement level that perhaps shouldn't have been. Racine County has examples and this would be a great transition into training provided by the juvenile justice system.

Example: Another potentially helpful aspect of training could be COP Officers, current or former – especially successful school resource officers, who are willing to articulate their evolving thought process towards community oriented and problem oriented policing. One point brought up while interviewing officers was that good relationships in the schools also help officers in the streets. Officers have increased insight into street level criminal activity and increased cooperation from youth outside of the school if they have strong relationships with students inside the school.

Training Opportunities: The Youth and Family Division of the Racine County Human Services Department is willing to repeat Trauma Informed Care and Juvenile Brain Development training for the School COP Officers and for Administrative School staff, like they did for RPD two years ago.

Training Opportunities: The Eastern Division of the US Attorney's Office in Wisconsin may also be able to support relevant training for RPD or RUSD as they have funded some Classroom Management Training for the Milwaukee Public Schools in the past.

9. **Align efforts within the schools with the programming at the COP Houses.**

Example: When School COP Officers and/or other members of the School Safety Teams engage parents, they can encourage volunteerism with the Community Panels Program (CPP). This first time offender youth accountability program sees 300-400 youth per year with an incredible 70% non-recidivism rate in the two years following engagement with the program. CPP could potentially hold panels at the COP Houses. Currently the program does not utilize the COP Houses because it costs money to rent the space necessary to hold a Panel at the house. I do not know how decisions are made about costs associated with community use of the COP Houses but this might be an area that can be changed to create greater access to the houses by community service providers. Similarly, if intervention is needed but does not rise to the level of a student engaging formally with the criminal justice system, COP Officers can refer kids to alternative programming, like CPP.

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Example: Utilize the COP Houses as potential internship spots for young people. When School COP Officers meet students interested in entering the career field of criminal justice, they could connect them to these internships. At Safe & Sound, we believe that access to community-facing program delivery prior to entrance into the criminal justice field can be an extremely important, formative first step towards a thoughtful, community-driven approach to the work.

10. **The School COP Officers and/or the School Safety Teams should create a referral process and make specific efforts provide students and parents access to relevant community service information.** For the School COP Officers, this should include building relationships with referral providers to secure responsive service for families and ensure that all necessary stakeholders are represented on the School Safety Teams.

11. **The mission and target outcomes of the School COP Program should be set prior to implementation and revisited each year of the program.** One of the challenges mentioned in the research materials is that school resources officers sometimes find it difficult to understand what success looks like in their position. These officers are asked to operate outside of the scope of traditional policing. Given that police officers engaging in community oriented policing positions often face misunderstanding and sometimes even ridicule from their more traditional colleagues, an individual officer's ability to find value in their work becomes even more important. Without a clear path to success, officers may either feel that their work is not valuable or revert to traditional policing within the school setting.

Potential Outcomes:

- Decreased number of youth being referred to the criminal justice system for exhibiting behavior below a certain threshold.
- Increased number of early/alternative intervention referrals
- Increased school attendance
- Decrease in criminal incidents in and around the school
- Clear anecdotal evidence demonstrating improved collaboration between RPD and RUSD, with increased incidents of positive engagement between partners
- Positive change in attitude towards law enforcement officers from both students and RUSD colleagues and vice versa
- Increase in positive interactions and decrease in negative interactions between officers and students
- Increase in requests for School COP Officer led programming in schools
  Decrease in truancy rate or Increase in number of hours students are spending in school
- Increase in graduation rate

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12. **Data on legal legitimacy amongst school stakeholders should be gathered prior to or within the first three months of the program.** This will likely need to take the form of surveys of various school community members including students, parents, faculty, outside resource providers and police. Baseline data will help provide benchmarks against which program effectiveness can be marked. It also sets the stage for creating an evidence-based model, should the School COP Officer program prove to be a success. Setting up an evaluative process should not only serve the macro level purposes of the program but also help School COP Officers, School Safety Teams, funders and community members understand the impact of the program.

13. **Consider creating an accessible, transparent process available to students and parents if they have a concern or complaint regarding a School COP Officer.** This, I believe, will help demonstrate to stakeholders, especially parents, that both RPD and RUSD are transparent and open to community feedback.

Example:
San Antonio School District Police Department:
http://www.saisd.net/main/index.php?option=com_content&view=article&id=5752&Itemid=0

Santa Ana Unified School District:
http://www.sausd.us/Page/84

14. **There should be some documented processes for determining if a School COP Officer is a good fit for the position and clear steps to take if the officer turns out not be suited for work in the school environment.** Officers unfit for work in the school should not remain in this positon as negative behaviors by a School COP Officer could have lasting impacts on the success of the program.

15. **Increase the amount of information available about COP Houses on the RPD website and create a new School COP Officer page for the program.**

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Technical Assistance Options

In addition to this report, which includes recommendations developed out of research, interviews and prior experience, Safe & Sound is able to provide implementation support for this project.

Recommendation # 2

* Attend meetings and/or help facilitate sessions of the multi-disciplinary School Safety Teams

Recommendation # 4

* Help create the MOU and SOP documents
* Document implementation process and lessons learned from implementation for RPD record

Recommendation # 5

* Help develop the structure and implementation of the Mt. Pleasant School Resource Officer program with RPD and RUSD

Recommendation # 6

* Support preparation and facilitation of RPD officer planning meetings regarding the new School COP Officer program

Recommendation # 7

* Support facilitation of community meetings regarding the new School COP Officer program
* Create communication materials and/or help to plan informational meetings with school stakeholders regarding the program

Recommendation # 8

* Support finding and creating trainings for School COP Officers and School Personnel

Recommendations # 9 & 10

* Asset mapping to leverage existing programs and to create more collaborative community engagement and student referral processes

Recommendation # 11 & 12

* Support outcome development, create survey and data gathering framework, find evaluation resources

Recommendation # 15

* Create relevant new program content for the Racine Police Department webpage

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Considerations

The length of time that officers are assigned to the School COP Officer role is very important. These positions cannot be regularly switched around or relationships with both youth and RUSD employees will suffer. When good, well-liked officers do make a transition away from the school, it will help sustain relationships if RPD gives the officer some time to say goodbye to students, faculty and parents thus preparing everyone for the change. A period of time allowing the two officers to overlap for the purposes of training is also advisable.

General police culture and community feelings about legal legitimacy will impact the effectiveness of the both the School COP Officer program and the COP House program.

If teaching safety curriculum or job training presentations becomes part of the School COP Officer position, I would suggest exploring a potential partnership with local colleges to secure college credit for officers providing this service. This would incentivize officers, help bolster their professional development and encourage them to expand their conception of police work.

One of the benefits of new cross-sector collaborations is that many interesting, new ideas come about organically. As a result, it will be important especially in the early stages of the program, to ensure that someone is documenting the process and revisiting the structure. There will likely be many lessons, quickly. As such, this program framework would benefit from proactive leadership and some latitude to learn and evolve.

Schools may benefit from Crime Prevention Through Environmental Design (CPTED) input from School COP Officers. In Safe & Sound's experience CPTED projects are also an excellent engagement tool with youth and may be a good starting engagement point for the School COP Officers.

It may be advisable to consider either developing a new monthly safety meeting for parents at RUSD or engaging the PTA meetings with regular updates regarding public and school safety.

One interesting SRO model used in Anchorage Alaska places an officer in each high school. That officer is also responsible for all the schools that feed into the high school. This would ostensibly allow the officer to build relationships with kids, parents and teachers extending across a young person's entire educational K-12 career.

Racine could benefit from a strong mentorship program. COP Houses could potentially be involved in either bolstering existing programs by helping to capture or develop tangible outcomes, or helping incubate a new, stronger mentoring program. COP Officers and School COP Officers could work with the School Safety Team, the PTA and faith-based groups to drive volunteerism and participation in the program. `

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Stakeholders Interviewed

Al Days - Deputy Chief, Racine Police Department

Dr. Eric Gallien – Deputy Superintendent, Racine Unified School District

Art Howell – Chief, Racine Police Department

Carole Johnson (& Friends) – Former Director of the Johnson Foundation, CROK Management Consulting Group

Kevin Klinkhammer – Investigator, Racine Police Department

Kerry Milkie – Youth and Family Division Manager, Racine County Human Services Department

Liz Powell – Executive Director, Racine Community Foundation

Walt Powell – Sergeant, Racine Police Department

Rodney Prunty – President & CEO, United Way of Racine County

Sam Stulo – Sergeant, Racine Police Department

Rev. RL Woods – Chaplain, Racine Police Department

Additional Resources

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Racine School COP Officer Program – Scope of Work Menu
Base consultancy fee: $90/hour

#	Milestone/Activity	Planned Hours	Cost
1	Recommendation # 2 - Support the creation of the multi-disciplinary teams Actions: • speak with RUSD staff as well as RPD team members to build buy-in for the teams • make recommendations on who should be on the team. Remember – JDAI is willing to convene.	2-5	$180-$450
2	Recommendation # 4 - Help create the MOU and SOP documents Actions: • speak w. NASROs for recommendations • find examples of SOPs from successful programs • draft some of the language for RPD/RUSD/Mt.PD SOP, especially the aspects related to school relevant discipline vs. law enforcement relevant discipline.	5-10	$450-$900
4	Recommendation # 5 – Help build the partnership between Mt. Pleasant and RPD/RUSD for the new program approach Action: Meet w. Mt. Pleasant Police Chief and the current SRO to get an understanding of their current approach. Encourage early discussions between RUSD and Mt. Pleasant then RPD to get Mt. Pleasant buy-in for Case High School	5-10	$450-$900
5	Recommendation # 6 - Support preparation and facilitation of RPD officer planning meetings regarding the new School COP Officer program Actions: • Prepare meeting deck and digital handouts that can be printed by RPD as needed • Create agenda, meeting goals, talking points • Attend meetings if requested	3-7	$270-$630
6	Recommendation # 7 - Support preparation of community meetings regarding the new School COP Officer program Actions: • If possible, adapt presentation deck from RPD Officer meetings for community with a goal of transparency in communication • As needed, create new materials • Attend meetings if requested	1-5	$90-$450

	Recommendation # 8 - Support finding and creating trainings for School COP Officers and School Personnel Actions: • Look at NASRO and other online sources to find relevant trainings • Secure local resources for training needs NOTE: Training development will be based on stakeholder feedback and Safe & Sound experience.	2-5	$180-$450
	Recommendations # 9 & 10 - Asset mapping to leverage existing programs and to create more collaborative community engagement and student referral processes Actions: • Document local opportunities for partnership and support with recommendations on partnership structure. • Document communication opportunities and gaps with recommendations on next steps. • At the end of the technical assistance provide documentation of the entire process including a timeline, stakeholders, cost, lessons learned, measurement tools, interview questions etc. Note: The goal of all this documentation is to aide RPD should the School COP Officer program become a model program for use in other communities.	8-10	$720-$900
	Recommendation # 11 & 12 – Help create a School COP Officer program evaluation framework • Define program outputs and outcomes – work with social service stakeholders to get feedback, incorporate feedback already received from RPD • Create talking points for the program to help brand the strategy and highlight reasons for the change • Find/Create survey or other measurement tools to gather baseline and incremental data to measure program success • Create evaluation timeline	24-40	$2160-$3600
	General – Site Visits to high schools for interviews, COP House feedback	9-12	$810-$1080
	General • Update proposal to include RUSD feedback and strategic plan language • Update RUSD Strategic Plan and the proposal	2	$180
Total		**61-106**	**$5490 - $9540**

801 W. Michigan Street, Milwaukee, WI 53233 (414) 220-4798 P (414) 220-4792 F safesound.org

Racine School COP Officer Program – Scope of Work

#	Milestone/Activity
1	Recommendation # 2 - Support the creation of the multi-disciplinary teams Actions: • speak with RUSD staff as well as RPD team members to build buy-in for the teams • make recommendations on who should be on the team. Remember – JDAI is willing to convene.
2	Recommendation # 4 - Help create the MOU and SOP documents Actions: • speak w. NASROs for recommendations • find examples of SOPs from successful programs • draft some of the language for RPD/RUSD/Mt.PD SOP, especially the aspects related to school relevant discipline vs. law enforcement relevant discipline.
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	General – Site Visits to high schools for interviews, COP House feedback
	General • Update proposal to include RUSD feedback and strategic plan language • Update RUSD Strategic Plan and the proposal

YEAR 2016-2017 Racine Police Department & Racine Unified School District School COP Officer Program Restructure

ACTIVITY	TIMETABLE	METHOD	*EXPECTED OUTCOMES*		OUTCOME MEASUREMENT *(may be more than one per activity)*	DATA SOURCE
			MID-TERM OUTCOMES	LONG-TERM OUTCOMES		
Assign Command Officer & Sergeants for School COP Officer Supervision	Fall 2016 through Spring 2017	Joint search between RPD and Unified	Clarity in leadership and supervision for officers working in the schools	1. Improve school safety through increased efficiency 2. Increased officer satisfaction with school placements 3. Increased satisfaction with officer engagement in the schools from students, admin/faculty	Changes in stakeholder perception of program The number of criminal offenses in and around schools Record of officer activity outputs	Surveys administered by Unified and RPD Crime data from RPD Officer Activity Reports
Ensure positive outcomes for students are the central focus of the school officer program	Fall 2016 through Spring 2017	First Year: Establish new framework and infrastructure for school officer program	- School COP Officers placed, full-time, at Park, Horlick, and Case - New framework developed and rolled out to officers and school employees - Clear delineation established between school discipline and law enforcement action	1. Officers engage positively with students both within and beyond the confines of law enforcement required actions 2. Consistent program evaluation to enable learning while doing and program effectiveness 3. Increase in school safety 4. Increase in restorative alternatives to apprehension, suspension and expulsion	Changes in stakeholder perception of the program RPD/RUSD use of the program evaluation to make continual improvements The number of criminal offenses in and around schools Apprehension, suspension and expulsion data	Surveys administered by Unified and RPD RPD & Unified analysis of program evaluation implementation Crime data from RPD Data from HSD, RPD and Unified
Align school officers with the Racine COP model	Fall 2016 through Spring 2017	First Year: Brand the school officer program the School COP Officer program & align officers according to COP model	Increase program legitimacy by connecting it through name and procedure to existing, successful COP initiative	1. Stakeholders think more broadly about school safety to include surrounding neighborhood, student safety at home and think of outside the box, alternative approaches to law enforcement action and school discipline.	The number of criminal offenses in and around schools Perception of safety at school The number of positive/negative interactions between officers and students Changes in stakeholder perception of the program	Crime data from RPD Surveys administered by Unified & RPD Officer reports

EXECUTIVE SUMMARY

The Racine Police Department is working in collaboration with the Racine Unified School District and the Racine County Human Service Department to improve the safety, security, and health outcomes for students in the Greater Racine community. Informed by law enforcement experience and policy research from a variety of sources, including the New York Police Department, the National Association for School Resource Officers and the success of the local COP philosophy, the Racine Police Department will standardize and implement successful police-youth engagement strategies within Racine public schools.

Attached is a memo that outlines, in detail, the motivation for this change, and highlights key elements and features of this new plan. For a comprehensive view of the program, including links to relevant research, please read the full memo. At-a-glance key changes and highlights of the program are listed below.

- RPD and RUSD are working in together to bring the Racine COP model of engaging a network of partnerships into the high schools to engage students.

- The plan was presented to the City of Racine Common Council, the Racine Unified School District and the Racine Police and Fire Commission, with all governing/oversight bodies independently approving this strategic partnership.

- The new command structure introduces the element of shared responsibility and joint accountability between on-duty police personnel and off-duty officers working in a part-time outside capacity within the school system.

- The new staffing structure transitions resources from the two dedicated truancy and burglary suppression positions, to the two new full-time COP school officer positions (one position assigned to Horlick High and one position at Park High).

- Consistent with training standards in place for members of existing specialized units within the RPD, School COP Officers will receive assignment specific training, including, but not limited to training associated with the Juvenile Detention Alternatives Initiative (JDAI), trauma-informed care and oppositional defiance disorder.

- In addition to exposure to law enforcement specific youth training, School COP Officers will benefit from a wide-breadth of local resources available to youth and families in Racine. Greater ccollaboration between school district officials, HSD personnel and other community partnerships will ensure that students benefit from all available resources.

- The basic framework for this new police-school engagement strategy is now in place; however, additional components, including a program evaluation structure, will be incorporated as the process moves forward. If this school safety strategy proves as successful as the local neighborhood COP philosophy, this initiative may serve as a model for police agencies and school districts across the nation.

- The Racine Police Department has enlisted the technical assistance of Safe & Sound, a Milwaukee-based organization that is a component of the Wisconsin HIDTA law enforcement organization. Safe & Sound will assist in this important effort through providing research support and evidence-based approaches for the implementation of this new collaborative.

DEPARTMENT OF POLICE
730 Center Street
Racine, Wisconsin 53403-1186
(262) 635-7700

MEMORANDUM

TO: School COP/Safety and Security Personnel **DATE**: February 17, 2017

FROM: Chief Howell **Under Report No.**

Subject: **School Safety and Security Division Overview** (School COP Model)

On August 3, 2016, the Racine Police and Fire Commission (PFC) affirmed the plan to add the newly proposed school safety and security division to our department structure. Prior to PFC approval, this organizational change was reviewed and approved by the Common Council and RUSD School Board respectively. The baseline objective of this initiative is straightforward. Through the implementation of focused and strategic partnerships between law enforcement personnel, school administrators, students and other stakeholders, it is our objective to provide for and maintain a safe, healthy and productive learning environment, while providing a positive law enforcement role model for students. As the various stages of this broad-based strategic partnership are rolled out, questions will likely arise. The objective of this communication is to provide an overview of the goals and objectives of this initiative, as well as an explanation of the outcomes we seek to achieve and the roles of our respective partners and stakeholders under this shared-management policing model.

Since the introduction of problem-solving strategies at the neighborhood level in the early 1990s, a measure of success has been achieved with regard to improving the quality of life for area residents. Consistent with the manner in which success has been achieved at the neighborhood level, we will rely on the introduction of Community Oriented Policing (COP) and Problem Oriented Policing (POP) problem-solving strategies to achieve our stated collaborative goals and objectives in Racine schools.

Beginning with the “case for change,” which highlights the motivation for our organizational change in direction, through the statement of goals, objectives and expected outcomes, the following information has been assembled to increase overall awareness, understanding and buy-in relative to this strategic change in organizational direction and school safety oversight.

Case for Change

There are multiple factors that formulate the motivation for organizational change. Building safe, healthy and productive school environments is inherently challenging. While the overwhelming majority of students respect authority and follow the rules, the stability and tranquility of the school environment is unfortunately disrupted by a small number of students. Through identifying and responding collaboratively to student needs and focusing on preventative engagement, we can positively impact school safety while reducing the need for apprehensions and tickets. When law enforcement actions are required, we will respond thoughtfully and professionally.

When responding to criminal activity within the school environment, a traditional police response remains the best and most appropriate approach. Most police-student encounters within the school district however do not involve overt criminal acts. School administrators and law enforcement personnel are often confronted with a range of scenarios that, while disruptive, adversely impact the environment. Many such scenarios do not fall under the traditional umbrella of criminal acts. From students who live with various degrees of mental illness to school-aged students who exhibit Oppositional Defiance Disorder (ODD), today's law enforcement practitioners and school administrators are expected to intervene and bring resolution to a broad range of societal and systemic problems that are complex in nature and not easy to resolve. In light of this challenge, a more strategic and coordinated approach to resolving such problems is needed.

For additional information on ODD, see the following publication:
https://www.aacap.org/App_Themes/AACAP/docs/resource_centers/odd/odd_resource_center_odd_guide.pdf

Adding to the case for change, following a review of calls for service in the school district (5-year history), statistics show that police calls for service in local middle schools is nearly as high as the call for service volume in area high schools. Under the pre-existing RUSD staffing model, officers employed by the district in a part-time outside employment capacity have been assigned to local high schools exclusively. Based on a review of available data, a different approach to staffing is needed as we pursue the goal of improving safety and security throughout the district.

As we move forward with this collaborative and take a deeper dive into the data, it is our objective to work to identify those locations that experience a higher volume of police calls for service. Where needed, we will take action to address such locations as dictated by the circumstances. Under the new safety and security division, officers who serve in a part-time outside employment capacity will work in collaboration with school administrators, police commanders and supervisors, investigative and patrol personnel and other stakeholders in order to improve school safety and security.

Through the application of proven COP, POP and Intelligence-Led Policing (ILP) strategies, issues that have consistently plagued the district will be identified and strategically targeted for resolution via a range of intervention strategies. Dedicated COP officers were introduced into the school environment to spearhead this effort.

Our response to criminal activity within the school district will remain firm, consistent and straight-forward. Our response to more complex issues that adversely impact the school environment must however evolve. For example, children who live with various forms of mental illness, and students who face issues that require the introduction of trauma informed care strategies are two such examples where greater exposure to creative school-based problem solving strategies is required. In addition to the proven evidence-based solutions outlined by the Strategies for Youth organization, our response to the special needs of our local student population will be enhanced through the introduction of strategies advanced via the Juvenile Delinquency Alternatives Initiatives (JDAI) detention alternatives change model.

For additional information on the JDAI change model sponsored by the Anne E. Casey Foundation, see the following publication:
http://www.aecf.org/work/juvenile-justice/jdai

Finally, in considering the case for change, statistics compiled by the U.S. Department of Justice, show that approximately 19,000 sworn officers are assigned to work in school districts across the nation. Special (standardized) training for such assignments is not required in many school districts. On a national level, a number of officers have participated in specialized School Resource Officer (SRO) training; however, many departments (RPD included) have allowed sworn members to work in the school environment with no specialized resource officer training.

To complicate the already challenging landscape of creating a safer, healthier school environment, there have been a number of high-profile incidents occurring in schools across the nation over the years. As a result, the School Resource Officer (SRO) model has come under intense scrutiny.

For additional information on the Case Against Police in Schools, see the following publication:
http://www.justicepolicy.org/uploads/justicepolicy/documents/educationunderarrest_fullreport.pdf

While we believe the presence of officers working in the school district on a part-time outside employment basis has achieved a measure of success over the years, it is projected that the efficacy of our overall safety effort will be enhanced under the expanded police-school partnership.

Confidence in our new policing model will be enhanced over time as police-student relationships are developed and enhanced. As the student population we serve become exposed to the problem-solving strategies that have been successfully implemented at the neighborhood level, similar outcomes are expected within the school environment.

Partnership Based on NYPD Model

In reviewing a number of existing police-school partnerships throughout the nation, the NYPD model stood out as a premier model/philosophy upon which to build our local effort. In 1998, the Board of Education in New York (Division of School Safety and Security) formed a strategic school-based policing partnership with the NYPD. Through the support of an expanded range of specialized units within the NYPD, officers assigned to the school safety function immediately benefited from the knowledge, expertise and vital resources provided by specialized NYPD units.

As members of our frontline supervisory team are selected and our formal command structure is fully in place, it is our objective to mirror the information-sharing and organizational efficiencies that have served the NYPD well in their pursuit of their mission. The mission of the New York Board of Education/NYPD school policing partnership is as follows:

> "*The mission of the School Safety Division is to provide a safe environment, conducive to learning, where students and faculty can be free from hostility and disruptions which can negatively impact the educational process"*

Due to the enormous size of the NYPD and their school district partners, the infrastructure, number of divisions, and areas of management involved are significantly larger than the scaled-down model that is under construction locally. It should however be noted that, the key element and transferrable aspect of this proven model is found in the shared oversight of all matters relating to school safety and security. Under what is known as the "Cooperative Framework," city officials, school administrators, and law enforcement officials in New York created an effective strategic management oversight model, ensuring the effectiveness of the school-based partnership.

This unique partnership is illustrated in the following example. Student (X) has a history of juvenile apprehensions, a history that is not known by school administrators. The same student has been diagnosed with ADHD, and as a result, this student attends school under a formal Individualized Education Plan (IEP). Due to the sensitivity and statutory protected nature of juvenile apprehension records, school administers are not always aware of law enforcement sensitive matters. Similarly, due to the protected nature of medical records and related HIPPA legislation, law enforcement officers are not privileged to be notified of sensitive educational plans. Under the new partnership, the dual nature of role of the safety and security command position opens a window of opportunity for information-sharing where appropriate.

While our new policing strategy is loosely based on the successful NYPD model, equally important in the introduction of our local strategy is the integration of our successful COP philosophy.

SRO vs. COP School Policing Model

As we work to introduce the modified NYPD SRO school policing model locally, the manner in which this strategy is "branded" will be critical. As previously stated, for a number of reasons the SRO model has been tainted in some jurisdictions. In some circles, public perception is such that, SRO officer programs are perceived to contribute to, if not outright designed fill prisons with students.

For additional information on the Pipeline to Prison theory, see the following publication:
http://schottfoundation.org/sites/default/files/resources/School%20to%20prison%20toolkit%20FINAL.pdf

Due to the name recognition, built-in credibility, and widespread acceptance of the local COP philosophy, we are well-positioned to avoid the stigma associated with the national SRO model. Through introducing our school policing strategy under the well-known and respected COP brand, we will enjoy a measure of acceptance early-on. In today's extremely anti-police climate, proper branding is essential. Unlike many jurisdictions, we are uniquely positioned to introduce this new model with a measure of organizational trust, respect and citizen confidence.

Research Component/Technical Assistance (Safe & Sound)

As with any major organizational change, a great deal of planning and research has gone into this effort. This broad-based strategic planning process remains ongoing, as a number of elements have yet to be implemented. Operating under the Milwaukee High Intensity Drug Trafficking Area (HIDTA), the Safe & Sound organization is a component of the coalition of state, federal agencies that makeup the HIDTA Investigative Support Center.

In pursuit of our stated goals and objectives, we enlisted the technical assistance of the Milwaukee-based Safe & Sound Organization. The mission of the Safe & Sound organization as follows:

> *"To unite residents, youth, law enforcement and community resources to build safe and empowered neighborhoods"*

As we seek to gain additional insight and understanding of the current school safety environment, we will expand on initial stakeholder interviews through conducting a series of formal surveys. Combined, additional interviews and stakeholder surveys will provide valuable information as well diagnose problems and develop our strategic response. In particular, a student survey will be conducted as soon as an appropriate data collection instrument is constructed, as student feedback is critical to our

ability to assess the perceptions and needs of our primary customers. Additionally, law enforcement and school administrator surveys will be conducted, as the long-range success of this effort will require the support of and buy-in from this frontline group of stakeholders.

In 2014, the below-referenced statewide survey was conducted on the impact of the law enforcement in Minnesota schools. It is our objective to collaborate with our research partner to produce a similar work-product locally. As available, proven research methods and statistical analysis tools, such as the Statistical Package for the Social Sciences (SPSS) software package will be used to process and validate the survey process, as the use of such proven resources will promote process fidelity.

For additional information on the Statewide Survey of Law Enforcement in Minnesota Schools, see the following publication:
https://dps.mn.gov/divisions/ojp/forms-documents/Documents/SRO%20REPORT.pdf

Role of COP School Officers (SARA Model)

Consistent with the manner in which the COP philosophy has been successfully implemented at the neighborhood level, school COP officers will serve as problem solvers. As outlined in the position posting and further delineated in the formal job description, school COP officers will be responsible for performing a range of duties and responsibilities. Through utilizing the proven Scanning, Analysis, Response and Evaluation (SARA) problem-solving model, school COP officers will work in concert with key stakeholders to achieve the desired outcomes. Using the SARA model as a guide, school COP officers will accomplish our stated goals as objectives.

The SARA model is further defined as follows:

Scanning

Under the Scanning component of the process, school COP officers will identify reoccurring problems, prioritizing those issues that require immediate attention and enforcement action. During this early stage, goals are developed in response to what is learned through Scanning. This methodology includes the task of analyzing call for service data, crime reports, patterns and trends, the identification of repeat offenders and perpetual victims (bullying, etc.), the identification of locations where problems occur (lunch room, local restaurants in the case of open campus locations, etc.)

In addition to assessing crime data under this stage, community meetings, stakeholder surveys, and consultation with a broad range of community partners is required to gain a working knowledge and understanding of the issues that adversely impact school safety and security.

Analysis

Following the collection of critical information, the next step is to establish what data tells us. During this component of the process, the scope of the problem is identified, resources are identified, and a plan of attack is formulated based on all available information. Resources to rely upon during this phase include, but are not limited to, crime analysis, crime mapping, student feedback, technical assistance, and information obtained through contact with victims, offenders and witnesses.

Response

As a greater understanding of the problem is achieved and priority problems and related goals are developed, the appropriate strategic response may be initiated. In some cases, the response to problems will require law enforcement response. Other cases may require a response from Human Services Department (HSD) personnel or support from other external agencies or community partners.

Assessment

After the successful identification of reoccurring problems, the analysis of said problems and the execution of a strategic response, the efficacy of the response must be evaluated. Where necessary, the response must be adjusted and improved. The assessment component of this process is continuous and ongoing, as conditions, trends, and priorities are fluid, constantly changing over time.

As applied locally, use of the SARA Model has assisted local COP officers in achieving our goal of reducing crime and improving the quality of life for area residents. It is anticipated that similar results will be achieved within the school environment through the adaptation of the neighborhood COP policing philosophy/strategy.

Role of Part-time Off-Duty Officers

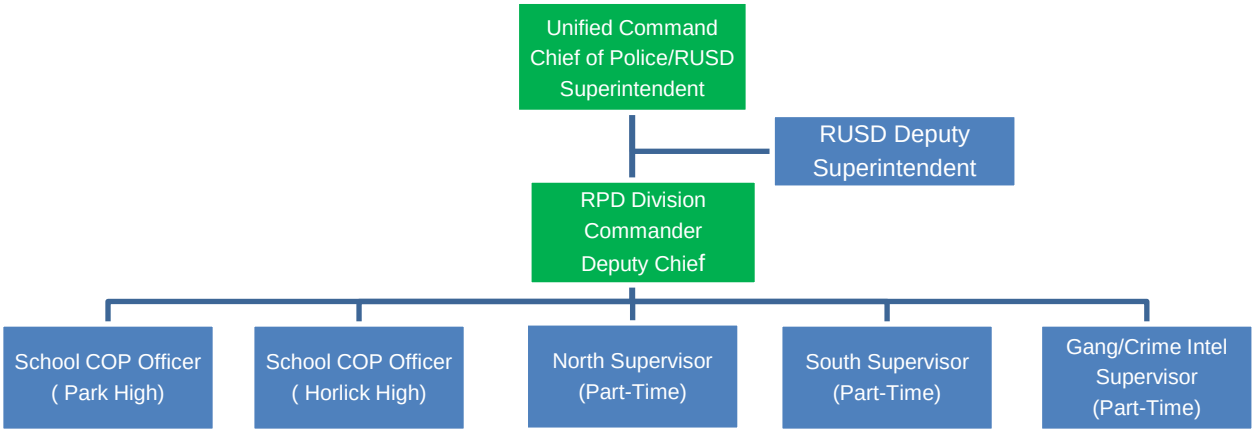
Similar to the role B.E.A.T. patrol officers play in support of neighborhood COP house officers, school COP officers will need the support of officers currently assigned to the school district in a part-time outside employment capacity. Under the pre-existing model, part-time officers worked primarily under the direction of school administrators (most notably, principals). Under this structure, officers primarily served as first responders, focusing on and responding to crisis situations and other problems on a near real-time basis. External factors, such as neighborhood crime trends, the analysis of historical data, the identification of repeat offenders, perpetual victims and problem locations, did not typically fall under the duties and responsibilities of part-time officers.

Through the incorporation of strategic working partnerships between school COP officers, part-time officers, school staff members and police administrators, it is our objective to build upon the good work that is currently performed by the complement of officers who work in the school district. While part-time officers will remain focused on issues that impact their respective school assignments on a day to day basis, under the new collaborative approach, broader problem-solving strategies and working relationships with the school COP team will cultivated. As in the case with the NYPD model, part-time officers will also have access to a broader range of RPD resources, units, intelligence, etc.

The above referenced unit collaboration already exists in some areas. Under the new structure, it is our objective to replicate and formalize existing information sharing networks, which will enable our members to maximize the best components of the existing structure, minimizing the adverse impact of disconnected workgroups.

Organizational Structure

Under this unique hybrid “Unified Command” model, part-time officers will continue to report to RUSD school administers; however, strategic management will be shared under the new school safety and security division. To promote broader problem-solving networks and information-sharing cohorts, three sergeants (working in a part-time outside employment capacity) will serve as connectors between RUSD administrators and police commanders. One sergeant will be responsible for oversight of Northside school locations, one sergeant will be responsible for oversight of Southside school locations, and an intelligence sergeant will be responsible for managing the flow of critical intelligence (gang, drug and crime intelligence). The formal organizational structure is depicted below:



Training

Consistent with training standards and requirements for other specialized units and assignments within the department, officers assigned to the school COP function will require specialized training in order to achieve our stated goals and objectives. School COP officers will receive specialized training on issues relating to trauma informed care, Oppositional Defiance Disorder (ODD), JDAI strategies and other youth-oriented training that collectively, will enhance the overall efficiency of the school COP policing strategy.

Conclusion

The introduction of the new school safety and security division represents a major step forward for our organization. Similar to the ground-breaking neighborhood COP effort introduced in 1993, this new effort will be refined and enhanced over time. If successful, this model could serve as a blueprint for other agencies to replicate.

Based on our proven track record in successfully implementing the SARA model to solve problems and reduce crime, I am confident that we will successful in replicating this success within the school environment. Thank you for your past, present and future contribution to our school policing goals and objectives which are in line with our overall mission.

City of Racine Police Department

Policy and Procedure *Number: …*

Subject: Duties and Responsibilities - Police Officer – School COP Officer		
Date Issued: 07-26-16	**Effective Date:** 07-27-16	**Revision Number:** 0

1. The Chief of Police shall appoint the School COP Officer upon the recommendation of the Position Selection Committee.
2. The School COP Officer shall:
   a. Report to the Deputy Chief of School Safety and Security.
   b. Maintain a Racine Unified School calendar and work schedule (Mon-Fri).
   c. Summer Months will require School Community Policing Officers to work summer school schedule (Mon-Fri).
   d. Be expected to vary the hours and days off worked in order to accommodate meetings, after school problems, and events that are deemed essential to the effective performance of the school.
   e. Be capable of performing all of the essential functions of a sworn police officer which include, at a minimum, but are not limited to the following:
      (1) Regular and predictable attendance at work
      (2) Get along with and work well with others
      (3) Make forcible arrests
      (4) Operate a motor vehicle under emergency conditions
      (5) Qualify with Department firearms
      (6) Write clear, concise, accurate reports
      (7) Work with computers and programs used by the Department and Racine Unified School District.
   f. Have knowledge of and obey all policies, procedures, rules, regulations, orders and directives pertaining specifically or generally to this position.
   g. Check RPD and RUSD E-Mail, Voice Mail, and any assigned mailboxes at least once each workday.
   h. Be knowledgeable of all police-related activity within the assigned school.
   i. Respond to on campus calls, emergencies, and off campus crimes within immediate proximity of the school. Including but not limited to parking, neighborhood events involving students, when available.
   j. Gather intelligence regarding on-going criminal activity within the assigned school, and forward that information in written form to the Deputy Chief of School Safety and Security.
   k. Deter on-campus violence and criminal activity.
   l. Coordinate efforts with other Department Divisions or Units, assisting with the investigation of criminal offenses within the assigned school.
   m. Knowing the role of School COP officer as educators, informal counselors, and law enforcers.
   n. Become acquainted with the teachers, staff, administrators, and students of the school, and assist them in identifying and solving problem areas or concerns.
   o. Use problem-solving techniques to formulate plans to solve problems within the school and surrounding neighborhood.
   p. Focus the services of City Departments and private agencies in an effort to resolve identified problems.
   q. Be required to develop and attend weekly school security meetings, monthly joint school safety meetings, and be a part of the school district's safety committee.
   r. Monitor, and work with school police officers to assure complete coverage of police personnel on campus at all times, including afterschool events.
   s. Develop and deliver presentations on topics that have been identified as concerns and/or problems.
   t. Properly complete a weekly activity report. Information from the weekly activity report on problems the School COP officer is working will be forwarded to the Deputy Chief of School Safety and Security or his designee.
   u. Properly complete a monthly report.
   v. Should be the primary officer for PSA's (Problem Solving Assignments) in assigned school.
   w. Perform other duties as directed.

POSTING DATE: 17:00 hrs., August 12, 2016
DEADLINE DATE: 08:00 hrs., August 23, 2016

POSITION OPENING:	**SCHOOL COMMUNITY ORIENTED POLICING OFFICER**
APPLICANT ELIGIBILITY:	Any sworn officer, off probation.
POSITION DURATION:	Two positions, for a term of three years (see schedule/hours), with the Chief's option to extend the assignment for one additional year based on job performance.
SCHEDULE/HOURS:	07:00 – 15:00 hours, Monday – Friday during the Racine Unified School District (RUSD) Middle/High School Year. Potential to be assigned to Summer School or rotating (5-2, 5-3) schedule during the summer break, (dayshift hours) based on shift needs. Selected officers will use accrued 096 & 097 time to coincide with RUSD High School days off (Teachers' Convention, Records Day, etc.) as directed by their supervisor.
POSITION PURPOSE:	Reduce crime and disorder within the school environment. Introduce the COP model into the school district. Build on school-based SRO model, infusing neighborhood COP problem-solving philosophy into the school district. Expand safety and security in middle schools (reducing the need for calls for service to be absorbed by on-duty patrol personnel). Improve problem-solving partnerships and conflict resolution opportunities between students & police personnel. Improve quality of learning environment, where distractions are minimized and learning opportunities are maximized. Increase information-sharing between RPD personnel and RUSD officials/students. Decrease number of occasions where the use of force is necessary to control students. Work with Crime Stoppers of Racine County Inc. to in support of school-based Crime Stoppers initiative. Facilitate school-based CIT training. Introduction of JDAI goals and objectives at the school level. Introduction of school-based Children's Collaborative on Mental Health services. Reduction of exposure to criminal justice system for students who live with mental illness.

	Create an environment where graduation rates increase and incarceration rates decrease.
DUTIES AND RESPONSIBILITIES:	Emphasis on proactive effort within High Schools and Middle Schools to prevent crime, deter violence, enforce laws, solve problems, and maintain order and safety within the school environment. Become acquainted with students, faculty and administrators within the school environment, assisting them in identifying problem areas or concerns. Work with students and faculty to address the changing needs of the student population. Coordinate with Investigative Division, COP Unit, Patrol Division and other department or community resources as needed to address the unique needs of the student population. Be knowledgeable of truancy, drug, gang and other criminal activity and emerging trends involving students. Gather and share intelligence with other police units and divisions as needed. Become familiar with students with known criminal history. Be familiar with school lock-down procedures and other emergency policies (active shooter, etc.). Deterrence of fights, violence, bullying and intimidating acts by or toward students. Reduction of trespassing and vandalism to area residents' property. Be highly visible and responsive to concerns of faculty and students. Gather and disseminate information on problem students or areas. Assume all duties and responsibilities of a patrol officer within the assigned school. Perform other duties as assigned by superior officers. *Additional duties and responsibilities are delineated in Policy & Procedure 324, D&R – Police Officer – Patrol. This may be further clarified in the future with a specific Policy & Procedure for School Area Officers.*
SKILL REQUIRED:	Excellent communication skills, both verbal and written. Ability to effectively communicate with all segments of the community especially youth. Communicate and coordinate efforts between RPD and RUSD personnel. Ability to coach, counsel, and mentor students. Possess conflict resolution and de-escalation skills. Understanding of adolescent development and communication.

	Understanding of trauma informed care. Understanding of unique student challenges (emotional disturbance, mental illness, bullying, etc.). Cultural competence – broad understanding of student and staff culture within the school function. Demonstration, via previous work history, of dedication to self-motivated proactive enforcement. Demonstration, via previous work history, of the ability to work frequently with a partner with a minimum of direct supervision. Possess the personal qualities the department wishes to project as a part of its public image. Ability to be creative when defining and/or working on Problem Solving Assignments.

Members interested in this position should submit the following directly to **D/C Weitzel, Professional Standards Division**, before 08:00 hours, August 23, 2016:

1. A Position Transfer,
2. An updated resume,

After initial review, an oral interview may be scheduled if necessary.

cc: _PS_RPD

801 W. Michigan Street, Milwaukee, WI 53233 (414) 220-4798 P (414) 220-4792 F safesound.org

Recommendations for Hiring

- Based on stakeholder interviews, especially those with RUSD, it is highly recommended that RPD and RUSD figure out a way to incorporate Unified staff input into School COP Officer hiring decisions. Principals would appreciate the opportunity to help select the officer that will be in their schools full time. It is the opinion of the technical assistant that incorporating key stakeholder feedback into the hiring process could significantly and positively impact partner buy-in to the School COP Officer program.

- Ensuring a transparent hiring process going forward should also help increase officer buy-in into the program.

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Guiding Documents

- One major motivation for this program update is to build a more sustainable, governed and focused school officer program in Racine. One of the first and most important pieces of establishing a program infrastructure is the development of a Memorandum of Understanding (MOU) and Standard Operating Procedures (SOP).

- The MOU is an agreement between RPD and Unified outlining the administration of the program including cost sharing information, supervision structure and other aspects of the program's framework.

- The SOP provides more day-to-day guidance regarding the program, its goals and the way that school officers and Unified staff should interact with school discipline. Per recommendations from all major sources for this project, the SOP attempts to clearly delineate between school discipline and matters of a criminal nature, among other things. The SOP is meant to be a living document that can grow and evolve as RPD, Unified and the community deem necessary.

- When changes are made in the future, it is advisable to figure out a way for officers, Unified staff and/or the community to be included in on the process. Requests for changes in the program should be able to come from each of these groups and be considered by leadership at RPD and Unified. If adopted, the SOP should be updated to reflect these changes.

AGREEMENT BETWEEN

THE RACINE UNIFIED SCHOOL DISTRICT

AND

THE CITY OF RACINE

This agreement ("Agreement"), effective as of the date below, is by and between the Racine Unified School District (the "District" or "RUSD") and the City of Racine (the "City") with respect to the role of the Racine Police Department ("RPD") in the maintenance of safety and security in RUSD schools located within the City of Racine.

WHEREAS, the District and the RPD wish to act in a spirit of mutual cooperation to strengthen their efforts to safeguard children attending schools that are located within the City of Racine; and

WHEREAS, the maintenance of order and security in and around public schools is essential to creating learning environments in which students can meet high academic standards, educators can teach to those standards and parents can be assured that their children are guaranteed their right to learn; and

WHEREAS, the RPD has historically been and is currently involved in numerous youth programs, including neighborhood outreach initiatives, mentoring projects, drug use prevention education, conflict resolution and anti-violence education, after-school instruction and various law enforcement and leadership projects; and

WHEREAS, the RPD has had extensive experience in developing public safety programs that have contributed to a more secure environment throughout the City; and

WHEREAS, the parties seek to implement a joint program between the District, the City and the RPD for an initial two-year period; and

WHEREAS, the District wishes to have the RPD manage school security and ancillary functions in its schools located within the City of Racine, and to take certain related actions set forth in this Agreement, with the purpose of enhancing school security; and

WHEREAS, the parties to this Agreement recognize that the performance of school security functions by the RPD pursuant to this Agreement is in furtherance and support of the educational mission of the RUSD, cooperation between the Superintendent of Schools (the

"Superintendent"), the District, and school security personnel is essential to achieving a safe environment;

NOW, THEREFORE, the District and the City agree as follows:

I. DEPUTY CHIEF - SCHOOL SAFETY AND SECURITY DIVISION

1. The City of Racine Chief of Police shall designate a Deputy Chief - School Safety and Security Division ("Deputy Chief") within the RPD to oversee, direct and command on-duty RPD officers and off-duty RPD officers serving as school security personnel at RUSD schools located within the City of Racine. As part of his or her regular duties, the Deputy Chief shall maintain a permanent liaison to the Superintendent or his or her designee. The office of the Deputy Chief will be located in the District offices as provided by RUSD. The Chief of Police shall also have authority to assign other on-duty RPD officers to serve under the command of the Deputy Chief at RUSD schools located within the City of Racine.

2. The Deputy Chief shall be responsible for the recruitment, hiring, training deployment and management of RPD police officers hired as school security personnel ("Police Officers"), subject to the provisions of this Section. The terms "Police Officer" or "Police Officers," as used in this Agreement, means RPD officers serving as school security personnel at RUSD schools located within the City of Racine, and has no other meaning. In furtherance of such responsibility, the Deputy Chief shall complete, and commence implementation of, a recruitment, hiring and training plan for Police Officers as soon as practicable after consultation with the Superintendent through the liaisons established by this Agreement and in connection with the RUSD Human Resources function. All Police Officers shall at all times follow the policies of the RPD. The strategy for broad-based deployment of Police Officers shall be reviewed periodically, and prior to the beginning of each new school year, by the Chief of Police and the Superintendent, who shall concur before any major redeployment strategy is adopted.

3. Police Officers assigned primarily to school security matters shall be selected on the basis of their demonstrated experience working with youth, their educational background and/or their training in community relations, conflict resolution, and/or education and youth-related issues.

4. The Deputy Chief shall be a member of the school safety plan committee of each school. The Deputy Chief shall participate in the formulation of and be signatory to the school safety plan of each school. The RPD shall perform its functions under this Agreement in each school in furtherance of such school safety plan developed by the aforementioned committee with the school's principal.

5. In furtherance of the educational and school security objectives of the parties to this Agreement, the Deputy Chief and principals shall consult and work cooperatively with each other on matters pertaining to school security. Police Officers and school security personnel will endeavor to cooperate with the principal to the fullest extent feasible in day-to-day operations in the school. In the event of an ongoing dispute between a principal and Police Officers assigned to the principal's school, the parties will attempt to resolve the matter. If the matter remains unresolved, it will be brought to the Deputy Chief, who will endeavor to resolve the matter.

6. In the event that a school principal is not satisfied with the performance of Police Officers or other school security personnel assigned to the school, the principal or his or her designee may contact the Deputy Chief to request a change in personnel assigned to his/her school. The Deputy Chief will work with the principal or designee to achieve mutually agreeable personnel assignments.

II. SUPERINTENDENT

1. The Superintendent shall appoint an individual who shall act as a permanent liaison to the Chief of Police and the Deputy Chief. Such individual shall meet with the Chief

of Police, the Deputy Chief or other RPD designees when necessary.

2. The Superintendent shall make available to schools the opportunity to request the addition of a routine presence of one or more Police Officers. Such presence shall be added to the routine presence of Police Officers currently assigned to public schools only at the direction of the Superintendent, and with the concurrence of the Deputy Chief. The Superintendent and the Deputy Chief may determine to adjust the number of schools to which this Section applies.

3. RUSD approves the Racine Police Department Rules of Conduct as the Rules of Conduct for Police Officers.

III. COOPERATION

1. (a) With respect to acts committed on school property which may be criminal in nature, principals or their designees shall promptly report all such acts to the RPD in a form and manner to be agreed upon by the Superintendent and the Deputy Chief through the liaisons established in this Agreement. Nothing herein shall be interpreted to preclude any school staff or school security personnel from reporting acts that may be criminal in nature directly to the RPD.

(b) With respect to all other acts or incidents occurring on school property that relate to school security, District staff shall provide to the RPD statistical and summary information, on a timely basis, in a form and manner to be agreed upon by the Superintendent and the Deputy Chief through such liaisons.

(c) The Superintendent and the Deputy Chief shall collaborate in coordinating the reporting of school security incidents in all schools in accordance with this Section. In furtherance of such responsibility, the Superintendent and the Deputy Chief shall develop and implement a system for coordinated and uniform reporting of school security incidents.

2. (a) A representative group of administrators, principals and other appropriate

school personnel designated by the Superintendent shall be given an appropriate role in training sessions for Police Officers and other school security personnel, including curriculum development and delivery in connection with such sessions.

(b) The RPD shall consult with such group of administrators, principals and other school personnel regarding the development of an appropriate role for the principal of each school in the evaluation of school security personnel assigned to such school.

(c) Superintendents, principals and other appropriate school personnel shall be given the opportunity to participate in training programs conducted by the RPD in accordance with an appropriate training schedule.

3. The training of Police Officers and other school security personnel may include the use of school facilities, as well as RPD training facilities. Training shall include the following subject areas:

(a) operating in the school environment, including but not limited to: its unique culture, its diversity and structure, school safety operations and procedures, truancy and attendance issues, relevant policies of the District and disciplinary rules governing the conduct of students, and coordination of activities with school principals; and

(b) mediation, crisis intervention, youth officer responsibilities, child abuse recognition, disorder control, drug use and alcohol abuse recognition, and scanning procedures.

4. In the event of a school arrest or issuance of any form of criminal process on the property of such school, school security personnel and/or Police Officers shall notify the principal of such school or his or her designee. To the extent practicable, where immediate action or issuance is not required, Police Officers shall consult with the principal of a school or his or her designee prior to placing a student enrolled at such school under arrest, or initially issuing to such student any form of criminal process, on the property of such school. In the course of any such consultation, such personnel and/or officers shall take into account any

information provided by the principal or designee. Furthermore, in such course the principal or designee may consult with other personnel where appropriate.

5. (a) The RPD will provide to the Superintendent reports concerning crime and other school security incidents that are based upon standards that are currently used by RPD, as well as such reports as may otherwise be required by the State or federal government.

(b) In addition to any other reports provided pursuant to this Section, the RPD shall notify the Superintendent or his or her designee promptly of any significant public safety emergency that directly concerns the security of students, teachers, principals or other staff, or the District's facilities.

IV. FUNDING

1. The following City expenses incurred as a result of this Agreement will be paid by the District:

(a) 50% of the then-current salary for the Deputy Chief.

(b) 100% of the then-current salary difference (increase) from Sergeant to Lieutenant.

(c) 100% of the then-current salary difference (increase) from Patrol Officer to Sergeant.

2. In addition to these expenses, and notwithstanding anything else contained herein, the District shall at a minimum continue at least its current level of financial commitment to school security. This shall include, but is not limited to, 100% of cost required to hire and compensate Police Officers and 100% of training (schools, conferences, seminars, etc. geared towards school safety & security).

3. The City shall invoice the District on a quarterly basis during the first week of each quarterly payroll period. The District shall remit payment to the City within two weeks of the receipt of the invoice.

V. TERM

The initial term of this Agreement shall be for a two year period, and shall automatically renew for consecutive one year terms, unless either the City or the District provides sixty days' written notice prior to the end of any such term that it does not desire to renew the Agreement.

VI. INDEMNIFICATION

1. Indemnification of the City by RUSD.

   a. To the fullest extent allowable by law, RUSD hereby indemnifies and shall defend and hold harmless the City, its elected and appointed officials, officers, employees or authorized representatives or volunteers and each of them from and against any and all suits, actions, legal or administrative proceedings, claims, demands, damages, liabilities, interest, attorneys' fees, costs, and expenses of whatsoever kind or nature whether arising before, during, or after completion of the work hereunder and in any manner directly or indirectly caused, occasioned, or contributed to in whole or in part or claimed to be caused, occasioned, or contributed to in whole or in part, by reason of any act, omission, fault, or negligence, whether active or passive, of RUSD or of anyone acting under its direction or control or on its behalf in connection with or incident to the performance of this Agreement, including but not limited to off-duty RPD Police Officers serving as school security personnel at RUSD schools who are not engaged in law enforcement activities but are engaged in activities as RUSD employees, regardless if liability is sought to be imposed on the City of Racine, RUSD's aforesaid indemnity and hold harmless agreement shall not be applicable to any liability caused by the fault, negligence, or willful misconduct of the City of Racine, or its elected and appointed officials, officers, employees or authorized representatives or volunteers. This indemnity provision shall survive the termination or expiration of this Agreement.

b. ’No provision of this indemnification clause shall give rise to any duties not otherwise provided for by this Agreement or by operation of law. No provision of this indemnity clause shall be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity that would otherwise exist as to the City of Racine, its elected and appointed officials, officers, employees or authorized representatives or volunteers under this Agreement or any other contract. This clause is to be read in conjunction with all other indemnity provisions contained in this Agreement. Any conflict or ambiguity arising between any indemnity provisions in this Agreement shall be construed in favor of indemnified parties except when such interpretation would violate Wisconsin law.

2. Indemnification of RUSD by the City.

   a. To the fullest extent allowable by law, the City hereby indemnifies and shall defend and hold harmless RUSD, its elected and appointed officials, officers, employees or authorized representatives or volunteers and each of them from and against any and all suits, actions, legal or administrative proceedings, claims, demands, damages, liabilities, interest, attorneys’ fees, costs, and expenses of whatsoever kind or nature whether arising before, during, or after completion of the work hereunder and in any manner directly or indirectly caused, occasioned, or contributed to in whole or in part or claimed to be caused, occasioned, or contributed to in whole or in part, by reason of any act, omission, fault, or negligence, whether active or passive, of the City or of anyone acting under its direction or control or on its behalf in connection with or incident to the performance of this Agreement, including but not limited to off-duty RPD Police Officers serving as school security personnel at RUSD schools who are then engaged in law enforcement activities and thus then serving as City employees,

regardless if liability is sought to be imposed on the RUSD. The City's aforesaid indemnity and hold harmless agreement shall not be applicable to any liability caused by the fault, negligence, or willful misconduct of RUSD, or its elected and appointed officials, officers, employees or authorized representatives or volunteers. This indemnity provision shall survive the termination or expiration of this Agreement.

b. 'No provision of this indemnification clause shall give rise to any duties not otherwise provided for by this Agreement or by operation of law. No provision of this indemnity clause shall be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity that would otherwise exist as to RUSD, its elected and appointed officials, officers, employees or authorized representatives or volunteers under this or any other contract. This clause is to be read in conjunction with all other indemnity provisions contained in this Agreement. Any conflict or ambiguity arising between any indemnity provisions in this Agreement shall be construed in favor of indemnified parties except when such interpretation would violate Wisconsin law.

VII. GENERAL

1. The program implemented in accordance with this Agreement shall continue to maintain the role of administrators, principals, school staff and parents in the development of school safety plans and in ensuring student discipline, and shall encourage administrators, principals and school staff to avail themselves of appropriate RPD input and assistance in performing such functions. Furthermore, the imposition of school-based discipline shall continue to be a pedagogical function exercised by administrators, principals and other appropriate school personnel in conformance with the Code of Student Conduct of the District. Notwithstanding anything else contained herein, no on-duty or off-duty RPD personnel shall

be involved in any manner with respect to school-based discipline.

2. The parties to this Agreement agree that the performance of school security functions by the RPD pursuant to this Agreement is in furtherance and support of the educational mission of the District.

3. Civilian school security personnel shall not carry firearms and shall continue, subject to applicable law and this Agreement, to perform functions, and possess authority in accordance with the policies of the RPD.

4. In addition to enforcement of all laws that it is otherwise authorized to enforce within the City, the RPD is hereby authorized to enforce rules, regulations, and procedures of the District and its schools which are subject to implementation by administrators and principals in furtherance of school security. In addition, the RPD may perform such other duties in any school as the RPD and the Superintendent shall jointly determine to be necessary from time to time in furtherance of this Agreement.

5. This Agreement is not intended nor shall it be construed to create any rights or benefits in any third parties.

6. The parties to this Agreement agree that this Agreement shall be construed in a manner consistent with federal, state and local laws and regulations, including but not limited to the Family Educational Rights and Privacy Act.

7. This Agreement may be amended from time to time only by written agreement of the parties.

Agreed to as of _____ day of _____, 2016.

RACINE UNIFIED SCHOOL DISTRICT

_____
School Board President
Racine Unified School District

CITY OF RACINE

By: _____
John Dickert, Mayor

ATTEST:

By: _____
Janice Johnson-Martin, City Clerk

Provisions have been made to pay the liability that will accrue hereunder.

By: _____
David Brown, Finance Director

APPROVED AS TO FORM:

By: _____
Scott R. Letteney, City Attorney

Standard Operating Procedures 2016-2017

Racine Police Department and Racine Unified School District School COP Officer Initiative

Purpose

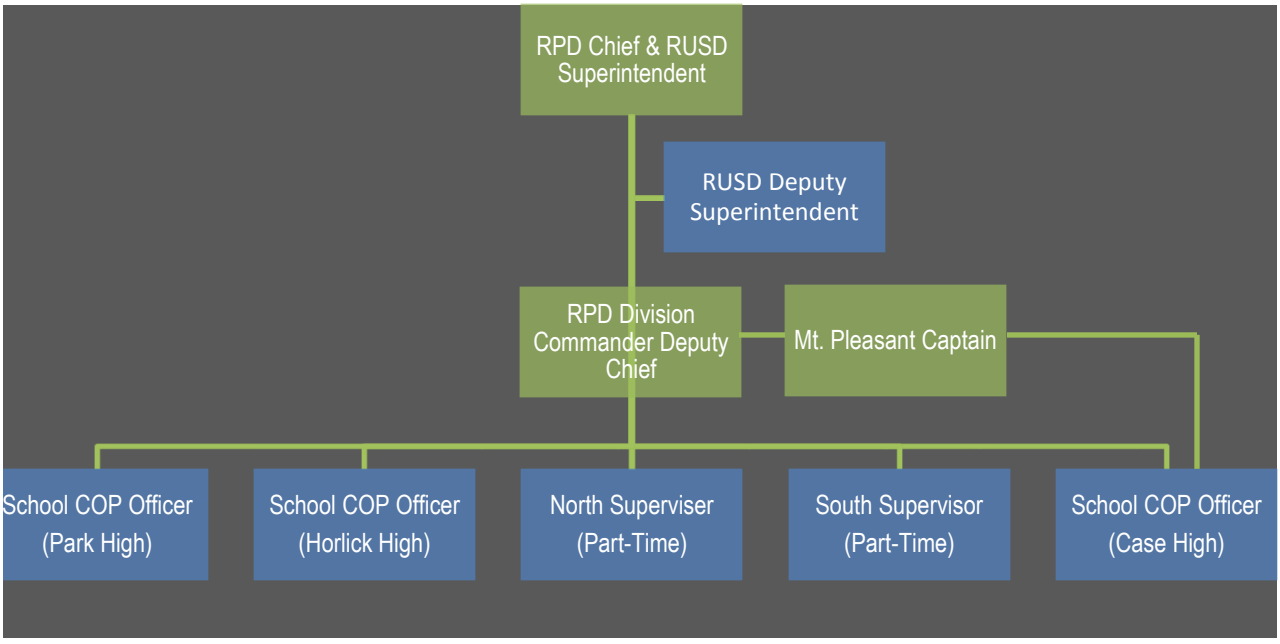
In concert with RUSD's core values of student-centered decisions, high expectation, equity, diversity, strong relationships, unity and respect, RPD officers will work in collaboration with the schools to provide for and maintain a safe, healthy and productive learning environment while acting as a positive role model for students.

This new phase of the Racine school-police partnership has been developed to ensure that there is strong alignment of school and community services utilizing the community policing philosophy that promotes problem-solving and proactively addresses immediate concerns in the schools and across our community. This program update creates a standardized framework for engagement in the schools that will ensure the integrity of the program over time.

This document outlines the procedures that officers operating within the schools and the district will adhere to when engaging with one another and with students. This is a living document and it will be reviewed at least once a year. It will be updated as needed based on organizational learning and the School COP Officer Initiative evaluation results.

Chain of Command

Under this unique hybrid "Unified Command" model, part-time officers (called "school officers") will report to assigned sergeants who will be responsible for their supervision in the schools. To promote broader problem-solving networks and information-sharing cohorts, two sergeants (working in a part-time outside employment capacity) will serve as connectors between RUSD administrators and police commanders. The formal organizational structure is depicted below:



Roles & Responsibilities

I. School COP Officers: Officers assigned full-time to a school

Consistent with the way the COP philosophy has been successfully implemented at the neighborhood level, school COP officers will serve as problem solvers. As outlined in the position posting and further delineated in the formal job description, school COP officers will be responsible for performing a range of duties and responsibilities. Through utilizing the proven Scanning, Analysis, Response and Evaluation (SARA) problem-solving model, school COP officers will work in concert with key stakeholders to achieve the desired outcomes. Using the SARA model as a guide, school COP officers will accomplish our stated goals as objectives.

II. School Officers: Part-Time Officers

School officers play a role similar to that of the B.E.A.T. patrol officer in Racine neighborhoods. They engage residents and support the efforts of the neighborhood COP house. School COP officers will need the support of school officers currently assigned to the school district in a part-time outside employment capacity.

III. Police School Safety Command:

a. The Deputy Chief will maintain communication with RUSD school administration and conduct face-to-face meetings at least twice per semester to evaluate the performance of services provided by officers in the schools.
b. The Deputy Chief will support the development and maintenance of positive, effective partnerships between RUSD, RPD and other stakeholders such as the Racine County Human Services Department (HSD).
c. The Deputy Chief and supervising Sergeants will train RPD officers on their role within RUSD's schools, relevant alternative programming like that offered by the JDAI Initiative and on the rights afforded to students. Trainings may include such topics as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender and questioning students.

IV. School COP Officers & School Officers:

One goal of the School COP initiative is to ensure that our response to student behaviors are proportionate and focused on positive problem-solving strategies for building better behavior and improving the overall safety and security climate. While striving to maintain order, RUSD and RPD employees will work in partnership to de-escalate crisis situations, using a range of traditional and alternative adjudication strategies designed to accomplish our broader school safety and security goals.

To ensure this is happening, officers will be afforded greater latitude to engage students in a productive manner. Where practical, punitive action will be supplanted with coaching, mentoring and leadership oriented strategies. Under the COP problem-solving model, officers

will have at their disposal, a number of corrective action options outside of traditional law enforcement responses. Subject to the totality of the circumstances and the history of the students involved, the issuance of criminal citations, filing of delinquency petitions, referral to community corrections, arrest/apprehension, etc., may be avoided in favor of less punitive alternatives.

Some behavior will reach the threshold where a traditional response is required. Other scenarios, including, but not limited to trespassing; loitering; profanity and other minor infractions or disturbances (that do not involve physical injury, weapons, etc.) will provide officers with the opportunity and latitude to advance alternative strategies to improve behavior and student accountability.

Through embedding the COP problem-solving philosophy into the school system, and through introducing evidence-based strategies (including, but not limited to JDAI initiatives), low to moderate risk students will avoid the risk of being unnecessarily or disproportionately exposed to the criminal justice system.

Collectively, it is our objective to improve the school safety, security and wellness environment through maximizing the power of partnerships and community engagement. To this end, the following tenants will important aspects of the School COP Officer Initiative.

a. Differentiate between disciplinary issues and crime problems
    i. Officers operating in the schools are responsible for improving school safety, security and wellness. Clear delineation between criminal issues and school policy violations is an important tenant of effective school officer programs. School level policy, like dress code, is to be enforced by school faculty/staff, not officers. This delineation provides clarity to all school stakeholders as to the role of officers in the school. For example, officers should not confiscate or be asked to confiscate cell phones or enforce the dress code of the school.
b. Practices shall include the following:
    i. Whenever possible students shall not be arrested at school, except where the child poses a real and immediate threat to student, teacher, or public safety; or a judicial warrant specifically directs the arrest of the student in school. When possible, the execution of an arrest warrant shall be undertaken at a location other than a school. In emergency situations where the commission of a serious felony or misdemeanor has been witnessed by a police officer or if the police officer is in pursuit of a student for such a crime, the police shall have the legal right to apprehend such a student. However, before removing such juvenile student from the school building and/or school grounds, the police officer shall inform the Directing Principal and/or designee of such apprehension.
    ii. School principals shall be consulted prior to an arrest of a student where practicable. The officer shall first contact the Directing Principal and/or designee and advise her/him of such a fact. The student shall first be summoned to the office by the Directing Principal and/or designee unless this could compromise the safety of the student, other students, staff or visitors to the school. If possible, a non-uniformed police officer shall make the arrest.

iii. The student's parent or guardian shall be notified of a child's arrest as soon as practicable. The Directing Principal and/or designee shall record the name of the police officer, the time of the arrest, the name of the issuing authority of any arrest warrant, the nature of the crime for which apprehension is made and the place of custody or detention. The parents or legal guardians of the student should be notified immediately thereof by the Directing Principal and/or designee. It is of course also incumbent up on the police to notify parents immediately after an arrest of a student is made.

c. De-escalate school-based incidents whenever possible.
d. Prioritize communication with school administrators, faculty, staff and students.
e. Enhance school safety on school grounds to help foster a safe and secure learning environment.
f. As partners with the District, when appropriate and to the extent that school officers are familiar with various City agencies or community organizations; school officers may assist school staff and students with locating such City agencies or community organizations.
g. As partners with the District, when appropriate, school officers may assist with resolving law enforcement issues that affect the School District and the broader community.
h. Provide a positive liaison between the Police Department, the students, the school administration.
i. Officers making an arrest or writing a citation/summons to a student at school, at a school event, or on a school vehicle shall notify the school principal or the principal's designee in a reasonable time-period, ideally within 24 hours.

V. School District

School District employees including administration, faculty and support staff will be responsible for the following aspects of this program.

a. De-escalate school-based incidents whenever possible.
b. Prioritize communication with officers and other school safety personnel
c. Make every effort possible to handle routine discipline within the school without involving school officers in a formal enforcement capacity (ex. issuing citations) unless it is absolutely necessary or required by law. This includes ensuring that school administration and teachers do not ask officers to carry out disciplinary policy enforcement. For example, officers should not be asked to confiscate cell phones or enforce the dress code.
d. Cooperate with Police Department initiated investigations and actions without hindering or interfering with the Police Department's or the assigned school officer's official duties.
e. Provide ongoing feedback to the Police Department Deputy Chief for evaluation purposes.
f. Offer an opportunity for the school officer and school administration to meet with community stakeholders at least once per semester.

g. Notify parents as soon as possible when students are ticketed or arrested.
h. Notify officers responding to a school-based infraction if any student involved possesses disabilities and/or an Individualized Education Plan (IEP) and who therefore may require special treatment or accommodations.

Training Requirements

Pre-placement training will become a requisite once a set training course is set up in Racine for RPD officers interested in working in the schools. Once the training course is put together, all current officers working in the schools will be required to attend the pre-placement training.

VI. RPD School Safety Command & School COP Officers

School COP Officers and the administrators that supervise them will complete 24 hours of school relevant in-service training in their first year and 8 hours of subsequent training each year.

VII. School Officers: Part-Time Officers

Part-Time Officers will complete 8 hours of school relevant in-service training annually.

VIII. Faculty & Staff

School administration and support staff, including hall monitors will participant in an annual training facilitated by RPD regarding the School COP Officer Initiative. Hall monitors will also be required to attend annual training on conflict resolution/de-escalation.

Collaboration & Coordination

IX. School Safety Team

School COP Officers will work in partnership with their school's leadership and faculty to help convene a formal school safety team. This group will work collaboratively and proactively to problem solve around safety issues at the school in line with the COP philosophy. This group will include a partnership with the Racine County HSD, as necessary, to ensure that mental health resources and information are available to students and their families.

X. Reporting

School COP Officers shall maintain daily activity reports and submit monthly summaries of these reports to the Deputy Chief. After reviewing the reports, the Deputy Chief will ensure that building-level and relevant district-level school administrators receive the information. Monthly summaries shall include, for each school, the numbers and descriptions of all incidents or calls for service; names of school officials involved (referring teachers, principals, etc.); student searches; student questioning; tickets, citations or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrests; and other referrals to the juvenile justice system, as well as the alternative approaches utilized, like coaching, mentoring, leadership opportunities or JDAI Initiatives facilitated by officers. These reports will help organize officer efforts and

activities as well as inform the evaluation process and inform key partners, allowing for a deeper understanding and appreciation of the school officer role.

Student Rights

XI. As noted in the RUSD Rights & Responsibilities Document, students have a right to:

a. Attend school and be a valued member of the school community
b. Be treated with courtesy, respect and dignity
c. Learn in a safe environment that is free of bullying, harassment and discrimination
d. Receive a clear explanation of the Racine Unified Schools Code of Rights and Responsibilities and receive a copy
e. Be informed of the reasons for any disciplinary decisions and be a participant in the interventions and discipline as determined appropriate for the behavior concern
f. Speak with a person in authority if he/she feels that unfair treatment has occurred
g. Receive information about how to appeal disciplinary decisions
h. Be accompanied by a parent or guardian to readmission conferences
i. Assemble and associate with other students to reasonable rules set by the school regarding time and place
j. Form, hold and express themselves provided there is no disruption to the normal operation of the school
k. Know how they will be graded and evaluated
l. Due process

School COP Officer Initiative Evaluation

XII. Surveys

Surveys will be administered to students, school faculty/staff and school officers related to the School COP Officer Initiative. Student survey questions will be added to a current school survey tool such as the questionnaire developed by Studer administered in the timeline developed by RUSD. School faculty/staff as well as school officers will take surveys electronically through an online survey service such as Survey Monkey.

XIII. Data

Baseline data for the initiative will be gathered in the beginning of 2017 by RPD. Information will include relevant school related crime statistics, HSD juvenile detention and apprehension statistics and historical data from the Youth Risk Behavioral Survey (YRBS) administered by RUSD in the past. RPD and RUSD will use this information to measure against updated crime and HSD statistics as well as current survey responses. The information gathered will be used to determine the overall effectiveness of the initiative as well as identify opportunities for growth and improvement.

Procedural Notes

XIV. Uniform & Equipment

a. All officers operating within the schools will wear an RPD polo shirt and slacks or cargo pants while working in the school building.
b. Officers will adhere to the plain clothes grooming policy of RPD when serving the schools.

XV. Overtime Policy

Overtime shall be paid in a consistent fashion according to the current Memorandum of Agreement between the City of Racine and the Racine Police Association, and the City of Racine and Staff Officers' Association of the Racine Police Department (Memorandum of Agreement), and this procedure.

PROCEDURE

All supervisors shall be cognizant of the provisions of the current Memorandum of Agreement. They shall ensure that overtime is paid in accordance with these agreements.

MEMBERS

1. Members shall not be paid overtime in the following incidents:
   a. In any civil action, matter, or proceeding unless the civil action, matter, or proceeding was a direct result of actions or acts performed in the official scope of employment.
   b. In any civil action, matter, or proceeding where the member is not appearing on behalf of the City.
   c. While an officer is on "Ind Acc Pay" (industrial accident pay – TMS code 93) or suspension with or without pay (TMS codes 84 & 85).
   d. When making an appearance at a function of either association, such as grievance, arbitration or PFC hearings, unless ordered by the City.
   e. No overtime will be paid when officers are required to finish reports either by telephone or by coming to the station on their time when they have failed to properly complete the required reports while on duty or if the required reports were not submitted for timely approval.
2. When an off-duty officer involves him or herself in an actionable police situation, while off-duty and not working part-time in a law enforcement capacity, whether by choice or circumstance, the member shall receive compensation per special call-in as defined in the Memorandum of Agreement ("Labor Contract") with the approval of the on-duty Shift Commander.
3. When an off-duty officer involves him or herself in an actionable police situation, while off-duty working part-time in a law enforcement capacity and the officer receives approval to continue an investigation on City time, the member may receive compensation for only the actual time worked. This is not a Special Call-In as defined in the Memorandum of Agreement.
4. The off-duty employee may not ever be "clocked-in" while receiving simultaneous compensation, in any form, from any other employer.
5. When any member's shift is extended past their normal end of shift, the member is required to get the approval of the on-duty Shift/Unit Commander, prior to extending their shift, with the exception of being dispatched to a priority 1 CFS. Any member receiving approval to extend their shift must document the name of the

approving Shift/Unit Commander along with the associated complaint number in the additional info box in the TMS entry.

6. Members who respond to an emergency or special call in shall follow the established protocol of starting their compensation when they receive the emergency or special call in. The requesting supervisor shall document the time members are notified in TMS, in place of the member clocking entry. Division Commanders will establish the documentation protocol for supervisors when calling in other members.
7. All supervisory personnel are required to obtain the approval of the on-duty Shift/Unit Commander prior to extending their shift. An acting Shift/Unit Commander, designated by the Shift Unit Commander, will fill this role when the member's Shift/Unit Commander is off duty.
8. Shift/Unit Commanders (including acting Shift/Unit Commanders), who approve a shift extension resulting in extra compensation, shall enter their approval in the Overtime Approval spreadsheet located in the "I:" Drive.
    a. This shall be done prior to ending their tour of duty.
    b. The approving Shift Commander will notify the newly arriving Shift/Unit Commander of the status and presence of all members below the rank of Lieutenant and all civilian employees whose tour of duty is extended.

RELATED PROCEDURES

113 – Part-time Outside Employment
1002 – Duty Related Court Appearances
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RELATED REFERENCE

Current MEMORANDUM OF AGREEMENT ("Labor Contract") between the CITY OF RACINE and RACINE POLICE ASSOCIATION, and between the CITY OF RACINE and STAFF OFFICERS' ASSOCIATION of the RACINE POLICE DEPARTMENT

RELATED STATUTES

§ 885.06

§ 62.13(5) (d)

XVI. Transparency

a. RUSD and RPD shall maintain annual publicly available data, without disclosing personally identifiable information, documenting the following:
    i. Number of incidents resulting in a juvenile arrest for conduct on school grounds or at a school-sponsored event, broken down by school; offense; arrestee's age, grade level, race, sex and disability status; and disposition/result
    ii. The alternative programs and interventions utilized by officers at the schools

iii. Number of incidents resulting in other forms of law enforcement intervention including searches and seizures by school officers; questioning by school officers; issuance of a criminal citation, ticket or summons filing of a delinquency petition; and referral to a probation officer – for juvenile conduct on school grounds or at a school-sponsored event, broken down by school; offense or reason; type of law enforcement intervention; juvenile's age, grade level, race, sex and disability status and disposition/result
iv. Number of suspensions or other disciplinary consequences imposed on students, broken down by school; offense/infraction; student's age, grade level, sex, and disability status; and disciplinary consequence imposed
v. Regulations, policies and protocols governing the School COP Officer Initiative;
vi. Budget information for the school officer program including funding and expenditures;
vii. Number of school COP officers and school officers deployed to each school;
viii. Training materials for school officers; and
ix. Number and types of complaints lodged against school officers

XVII. Complaint Process

Complaints should first be discussed directly with the staff member involved and the directing principal involved so that they have an opportunity to resolve the problems brought to their attention. If discussion with the staff member and/or principal does not result in a resolution of the problem, a complaint form should be filed. The following procedure will then be followed.

a. Any complaint must be submitted to the Office of the Chief of Schools within five (5) school days after the event in question occurred providing the parent/guardian knew or should have known of the event in question. The complaint will then be forwarded to the school principal. The complaint form is attached to this document and is available online at: http://www.rusd.org/sites/default/files/uploads/forms/Parent%20Complaint%20Form%20English.pdf
b. RUSD will notify the Deputy Chief if a complaint is levied against an officer and keep the Deputy Chief abreast of any developments, including if a resolution is reached.
c. The directing principal will respond to the complaint in writing and return it to the parent/guardian within five (5) working days.
d. If the parent/guardian is satisfied with the directing principal's written response, the matter is considered resolved.
e. If the complainant is not satisfied, they should contact the Chief of Schools (262) 635-5600 at 3109 Mt. Pleasant Street, Racine, WI 53404.
f. The Chief of Schools will investigate the issue as described on the complaint form.
g. If the resolution is satisfactory, the complaint will be considered resolved.
h. If, in the parent/guardian's opinion, the complaint has not been satisfactorily resolved, an appeal may be made to the Superintendent, who will then respond to the complaint.

801 W. Michigan Street, Milwaukee, WI 53233 (414) 220-4798 P (414) 220-4792 F safesound.org

Guiding Documents - Lessons Learned

- When introducing infrastructure to a program that has been running informally, particularly if working within systems that are resistant to change – like law enforcement or education, people can be very resistant to new rules. Sometimes these changes feel oppressive or unnecessary. The SOP can be viewed as an easy target for people who are not open to seeing the program evolve. Good responses to this sort of criticism focus on the fact that infrastructure is necessary to protect the program from the whims of the personalities in the group and that the documents are not meant to be static, but rather evolve with the program. Input from stakeholders is welcome and needed for the program and its infrastructure to evolve.

- See also the Thomas B., Towvim L., Rosiak, J., Anderson, K. 2013. School Resource Officers: Steps to effective school-based law enforcement National Center Brief from the National Center for Mental Health Promotion. Retrieved from http://www.ncjfcj.org/sites/default/files/SRO%20Brief.pdf

School Community Oriented Policing Officer Program

RACINE POLICE DEPARTMENT & RACINE UNIFIED SCHOOL DISTRICT

Agenda

1. Introduction & Overview

2. 2016-2017 School Year Highlights

3. Data

4. Ongoing Developments

5. Opportunities for Improvement

Motivation for Change

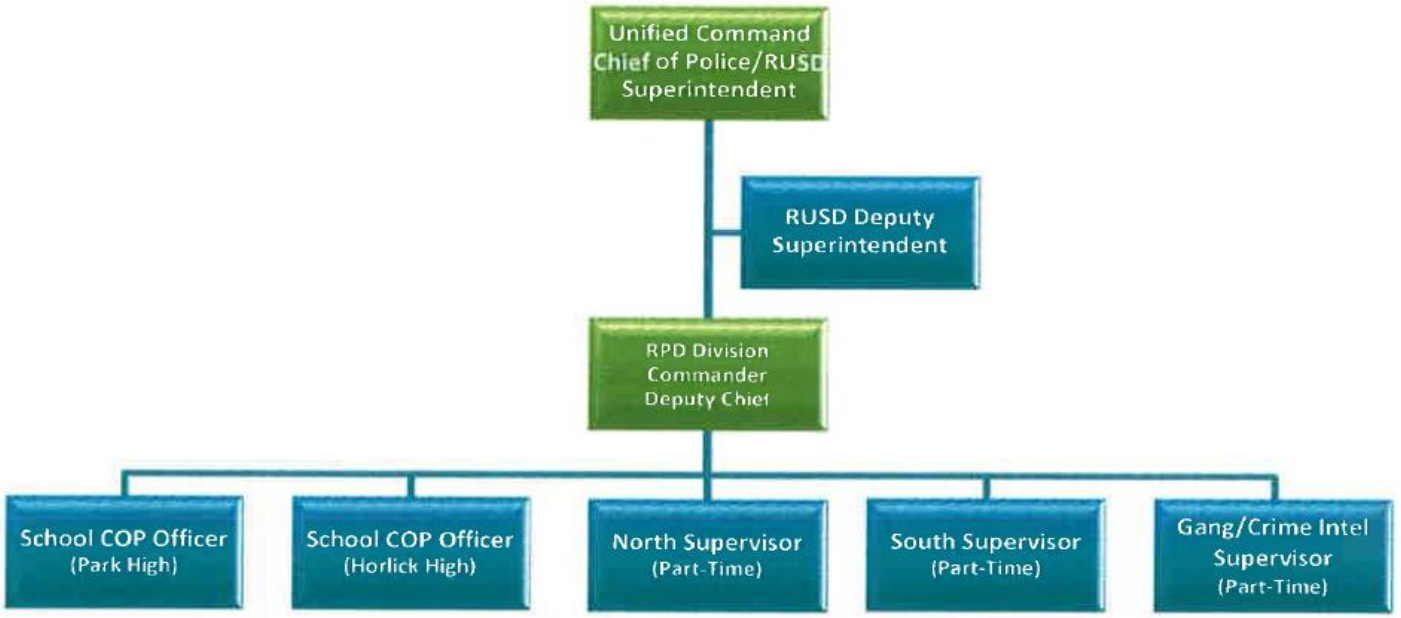
1. Strengthen what is going well & formalize key components of the program

2. Address gaps and concerns

3. Ensure that the focus of the program extends beyond traditional school safety to include positive outcomes for students

3. Build a new program evaluation framework so that effectiveness can be measured and improved over time

School Officer Program Organizational Chart



New Structure Notes

1. We shifted away from the Truancy Patrol Model by taking the two spots from the truancy car and put one full time officer in each of the City of Racine's two largest high schools.

2. Full-time school officers are called School COP Officers. This is an intentional move away from the SRO name to reflect the changes in the program and to accurately associate the positive impression Racine residents have with COP Houses to the work of officers in the schools.

Best Practices

1. Progressive Response Hierarchy

ex: **Case** *– only Admin can call for LE,* **Park** *– admin manages response via radio and clarifies requests for LE,* **Horlick** *– admin goes with LE to incident & staff has a progressive response strategy for incidents: teacher, hall monitor, admin, police officer*

2. Clear delineation between school discipline and LE action

3. Address incorrect staff/police action directly and right away

4. Have consistent group of part-time officers in each school

Program Goals

1. Decrease in incidents addressed with physical restraint strategies

2. Increase in school safety – less crime & improved service referral process

3. Creation of a robust reporting mechanism to capture school officer activities

4. Positive change in the perceptions stakeholders hold about one another, especially students and officers

5. Officers feel like a part of the school team

Number of Calls for Service to Schools

	2011	2012	2013	2014	2015
High School	762	657	618	596	656
Middle School	589	605	479	465	437
Elementary	428	353	456	344	473

(calls for service – 09/01 -06/30)

For 2016, from September until December school year, there were 234 High School calls, 205 Middle School calls, and 214 Elementary School calls.

Synopsis from Call Analysis

1. Clear delineation of “on” or “off duty” and distinguishable in report of being identified as a Police Officer

2. Supplements for UMCC’s
- lack of documentation in Phoenix
- reason for contact with student

3. Use of Force Reports
- virtually non-existent for school calls

4. Discretion based on formed relationships for incidents where profanities, yelling, screaming occur in school environments

Ongoing Developments

1. Implementation of a new part-time officer orientation at schools, including meeting with principal

2. Implementation of formal multi-disciplinary school safety teams, ideally with a mental health case worker from HSD

3. Creation of an improved, relevant training schedule for school-based officers

4. Creation of program evaluation plan to measure the effectiveness of the program and make improvements, includes gathering relevant survey data and RPD/Unified data

5. Implementation of a new middle school officer car

Training Goals

1. Non-violent intervention training – police and admin together

2. Officers could provide staff with relevant safety training

3. De-escalation training

4. ALICE Active Shooter Training for entire school team: Admin/staff/officers

5. More consistent training offerings, so that school team can get refresher training

Opportunities for Improvement

1. Mental health services – huge factor in the schools and currently under-resourced

2. Nuanced responses to non-criminal student behavior - focus on partnership with other service providers and positive relationship building with students

3. Clarification and updates related to school officer scheduling process

4. Formalize practices and structure to ensure program effectiveness and sustainability

	A	B	C	D	E	F	G	H	I
1	**Date**	**Call#**	**Case#**	**CFS**	**Location**	**Dispo-sition**	**Officer**	**On or Off Duty**	**Other Comments**
2	12/20/16	16.067789	16-067789	DC	1901 Twelfth St	TIC	Henry	SRO	UMCC
3	12/20/16	16.067785	16-067785	T1	1901 Twelfth St	C	White	Off Duty	
4	12/19/16	16.067636	16-067636	DC	1901 Twelfth St	TIC	Henry	SRO	UMCC
5	12/19/16	16.067600	16-067600	T1	1901 Twelfth St	TIC	Perry	Off Duty	UMCC
6	12/16/16	16.067226	16-067226	DC	1901 12th St	TIC	Henry	SRO	UMCC
7	12/16/16	16.067205	16-067205	T1	WASHINGTON PARK HIGH SCHOOL	TIC	Prince	Off Duty	UMCC
8	12/15/16	16.067092	16-067092	DC	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	Off Duty	Disorderly Conduct / Crime Report Due
9	12/14/16	16.066914	16-066914	R1	WASHINGTON PARK HIGH SCHOOL;RA	C	Lodygowski	Off Duty	
10	12/14/16	16.066905	16-066905	T1	1901 12th St	TIC	Hyatt	Off Duty	UMCC
11	12/14/16	16.066853	16-066853	P1	WASHINGTON PARK HIGH SCHOOL	C	Hyatt	Off Duty	
12	12/12/16	16.066564	16-066564	TRES1	WASHINGTON PARK HIGH SCHOOL;RA	C	White	Off Duty	
13	12/09/16	16.066096	16-066096	DC1	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	SRO	
14	12/09/16	16.066079	16-066079	DC	1901 Twelfth St	TIC	Lodygowski	Off Duty	UMCC
15	12/07/16	16.065774	16-065774	NARCI1	WASHINGTON PARK HIGH SCHOOL	C	White	Off Duty	
16	12/07/16	16.065746	16-065746	DC	1901 Twelfth St	C	Henry	SRO	
17	12/07/16	16.065738	16-065738	T1	1901 12th St	TIC	Henry	SRO	UMCC
18	12/07/16	16.065714	16-065714	T1	1901 12th St;RA	TIC	Hyatt	Off Duty	UMCC
19	12/06/16	16.065605	16-065605	O1	1901 Twelfth St	TIC	Henry	SRO	UMCC
20	12/06/16	16.065604	16-065604	O1	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	SRO	
21	12/05/16	16.065403	16-065403	T1	1901 Twelfth St	TIC	Lauer	Off Duty	UMCC
22	11/30/16	16.064565	16-064565	R1	WASHINGTON PARK HIGH SCHOOL;RA	C	Lodygowski	Off Duty	
23	11/29/16	16.064415	16-064415	U1	1901 Twelfth St;RA	TIC	Lauer	Off Duty	UMCC
24	11/29/16	16.064353	16-064353	TWK	WASHINGTON PARK HIGH SCHOOL	C	Henry	SRO	Informational Report Per Henry / Not Completed
25	11/28/16	16.064226	16-064226	T1	1901 Twelfth St;RA	TIC	Perry	SRO	UMCC
26	11/23/16	16.063497	16-063497	T	1901 Twelfth St;RA	TIC	Lauer	Off Duty	UMCC
27	11/22/16	16.063357	16-063357	T1	1901 12th St;RA	TIC	King	Off Duty	UMCC
28	11/22/16	16.063352	16-063352	DC	1901 12th St;RA	TIC	Hyatt	Off Duty	UMCC
29	11/22/16	16.063339	16-063339	DC1	1901 Twelfth St;RA	TIC	King	Off Duty	UMCC
30	11/18/16	16.062733	16-062733	DC1	1901 Twelfth St;RA	C	King	Off Duty	
31	11/17/16	16.062540	16-062540	DC	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
32	11/15/16	16.062196	16-062196	T1	1901 Twelfth St;RA	ARR	Lodygowski	Off Duty	

	A	B	C	D	E	F	G	H	I
33	11/11/16	16.061589	16-061589	SEXR1	WASHINGTON PARK HIGH SCHOOL;RA	C	Pierce	On Duty	Report Only.
34	11/10/16	16.061383	16-061383	DC1	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lodygowski	Off Duty	
35	11/10/16	16.061382	16-061382	RR	WASHINGTON PARK HIGH SCHOOL;RA	VD			No report. Related to 16-061383
36	11/10/16	16.061379	16-061379	T1	1901 12th St;RA	C	Lauer	Off Duty	
37	11/09/16	16.061181	--	R	WASHINGTON PARK HIGH SCHOOL	NOR	Perry	Off Duty	Complaint number given
38	11/08/16	16.060992	16-060992	R1	1901 12th St;RA	C	Lodygowski	Off Duty	
39	11/02/16	16.059971	16-059971	T1	1901 Twelfth St;RA	C	Lauer	Off Duty	
40	11/02/16	16.059969	16-059969	INFO	1901 Twelfth St;RA	C	Legath	Off Duty	
41	11/01/16	16.059790	16-059790	DC	1901 Twelfth St;RA	TIC	Perry	Off Duty	UMCC
42	11/01/16	16.059789	16-059789	T	1901 Twelfth St;RA	TIC	Perry	Off Duty	UMCC
43	10/31/16	16.059579	16-059579	DC	WASHINGTON PARK HIGH SCHOOL;RA	C	Lodygowski	Off Duty	
44	10/26/16	16.058826	16-058826	FIGHT	WASHINGTON PARK HIGH SCHOOL;RA	ARR	Perry	Off Duty	
45	10/26/16	16.058806	16-058806	DC	1901 12th St;RA	TIC	White	Off Duty	UMCC
46	10/26/16	16.058769	16-058769	DC	1901 12th St;RA	TIC	King	Off Duty	UMCC
47	10/25/16	16.058646	16-058646	INFO	1901 12th St;RA	C	Henry	SRO	
48	10/25/16	16.058632	16-058632	R	1901 Twelfth St;RA	C	Lodygowski	Off Duty	
49	10/25/16	16.058623	16-058623	R	1901 12th St;RA	C	Henry	SRO	
50	10/25/16	16.058610	16-058610	T	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
51	10/21/16	16.058042	16-058042	T	1901 Twelfth St;RA	C	Lauer	Off Duty	UMCC
52	10/21/16	16.058034	16-058034	DC	1901 Twelfth St;RA	TIC	King	Off Duty	UMCC
53	10/21/16	16.058014	16-058014	DC	1901 Twelfth St;RA	C	Henry	SRO	
54	10/21/16	16.058005	16-058005	T	1901 Twelfth St;RA	TIC	Henry	SRO	
55	10/20/16	16.057801	--	R	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	SRO	Further follow up to continue
56	10/19/16	16.057659	16-057659	DC	1901 12th St;RA	TIC	Lodygowski	Off Duty	
57	10/18/16	16.057437	16-057437	DC	1901 Twelfth St;RA	TIC	Henry	SRO	
58	10/17/16	16.057313	16-057313	INFO	WASHINGTON PARK HIGH SCHOOL	C	Henry	SRO	States REPORT DUE
59	10/17/16	16.057308	16-057308	T	1901 Twelfth St;RA	C	Henry	SRO	
60	10/17/16	16.057299	16-057299	T	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
61	10/13/16	16.056663	16-056663	FIGHT	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	SRO	
62	10/13/16	16.056654	--	TWK	WASHINGTON PARK HIGH SCHOOL;RA	NOR			Extra attention request per SRO
63	10/13/16	16.056626	16-056626	T	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
64	10/13/16	16.056625	16-056625	DC	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
65	10/12/16	16.056464	--	INFO	1901 12th St;RA	NOR			Info per SRO Henry. No report

	A	B	C	D	E	F	G	H	I
66	10/12/16	16.056426	16-056426	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	King	Off Duty	Cited by City of Racine Parking Patrol
67	10/11/16	16.056257	16-056257	T	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lauer	Off Duty	UMCC
68	10/10/16	16.056057	16-056057	O	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
69	10/10/16	16.056024	16-056024	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	White	Off Duty	UMCC
70	10/10/16	16.055999	16-055999	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
71	10/07/16	16.055538	16-055538	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	SRO	UMCC
72	10/07/16	16.055512	16-055512	DC	1901 Twelfth St;RA	ARR	Lodygowski	Off Duty	
73	10/06/16	16.055377	16-055377	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
74	10/06/16	16.055361	16-055361	B	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Legath	Off Duty	Mom signing son into SMMC
75	10/06/16	16.055348	16-055348	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
76	10/06/16	16.055324	16-055324	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
77	10/05/16	16.055176	16-055176	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
78	10/04/16	16.054963	16-054963	DC	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lodygowski	Off Duty	UMCC
79	10/03/16	16.054764	16-054764	T	WASHINGTON PARK HIGH SCHOOL;RA	f	Lodygowski	Off Duty	UMCC
80	10/03/16	16.054755	16-054755	P	WASHINGTON PARK HIGH SCHOOL;RA	S	Henry	SRO	
81	10/03/16	16.054742	16-054742	T	1901 12th St;RA	NOR	Lodygowski	Off Duty	
82	09/30/16	16.054295	16-054295	INFO	1901 12th St;RA	C	Henry	SRO	
83	09/30/16	16.054285	16-054285	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Lodygowski	Off Duty	UMCC
84	09/30/16	16.054282	16-054282	TRES	WASHINGTON PARK HIGH SCHOOL;RA	TIC	White	Off Duty	UMCC
85	09/30/16	16.054278	16-054278	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Lodygowski	Off Duty	UMCC
86	09/28/16	16.053921	16-053921	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	SRO	UMCC
87	09/27/16	16.053721	16-053721	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	SRO	UMCC
88	09/27/16	16.053719	--	INFO	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Prince	Off Duty	shooting. Info only
89	09/27/16	16.053704	16-053704	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
90	09/26/16	16.053543	16-053543	O	1901 Twelfth St;RA	ARR	King	Off Duty	
91	09/26/16	16.053533	16-053533	P	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	SRO	
92	09/20/16	16.052461	16-052461	DC	WASHINGTON PARK HIGH SCHOOL;RA	C	Perry	Off Duty	UMCC
93	09/12/16	16.050833	16-050833	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
94	09/10/16	16.050509	16-050509	DC	WASHINGTON PARK HIGH SCHOOL;RA	C	Kras	On Duty	Report taken by on duty RAPD
95	09/09/16	16.050237	16-050237	DC	1901 12th St;RA	TIC	Henry	SRO	UMCC
96	09/09/16	16.050220	16-050220	T	1901 Twelfth St;RA	TIC	Henry	SRO	UMCC
97	09/08/16	16.050162	--	FIGHT	WASHINGTON PARK HIGH SCHOOL;RA	NOR			Extra attention for fight after school
98	06/06/16	16.028753	16-028753	DC	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	UMCC

	A	B	C	D	E	F	G	H	I
99	06/02/16	16.027756	16-027756	DC	1901 12th St;RA	TIC	White	Off Duty	UMCC
100	06/02/16	16.027716	16-027716	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
101	05/27/16	16.026372	16-026372	DC	1901 Twelfth St;RA	C	Henry	Off Duty	
102	05/24/16	16.025690	16-025690	DC	1901 Twelfth St;RA	C	Perry	Off Duty	UMCC
103	05/23/16	16.025491	16-025491	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
104	05/22/16	16.025334	16-025334	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
105	05/20/16	16.024839	16-024839	THEFT	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lodygowski	Off Duty	
106	05/20/16	16.024801	16-024801	P	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	UMCC
107	05/18/16	16.024481	16-024481	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
108	05/18/16	16.024452	16-024452	P	1901 Twelfth St;RA	C	Henry	Off Duty	UMCC
109	05/16/16	16.024070	16-024070	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
110	05/12/16	16.023221	16-023221	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
111	05/12/16	16.023204	16-023204	T	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
112	05/12/16	16.023195	16-023195	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
113	05/12/16	16.023194	16-023194	DC	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
114	05/11/16	16.023050	16-023050	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
115	05/11/16	16.023040	16-023040	O	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
116	05/10/16	16.022896	16-022896	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
117	05/10/16	16.022888	16-022888	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Lodygowski	Off Duty	UMCC
118	05/10/16	16.022881	16-022881	N	1901 Twelfth St;RA	C	K9 Arvai	On Duty	
119	5/8/2016	16.022708	16-022708	O	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	Off Duty	
120	05/06/16	16.022094	16-022094	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Lodygowski	Off Duty	UMCC
121	05/05/16	16.021892	16-021892	FIGHT	1901 12th St;RA	NOR	Henry	Off Duty	
122	05/05/16	16.021887	16-021887	O	WASHINGTON PARK HIGH SCHOOL;RA	C	Patrol	On Duty	called.
123	05/04/16	16.021707	16-021707	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
124	05/03/16	16.021516	16-021516	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
125	05/03/16	16.021505	16-021505	O	1901 12th St;RA	TIC	Perry	Off Duty	UMCC
126	05/03/16	16.021485	16-021485	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
127	05/02/16	16.021326	16-021326	O	1900B 12th St;RA	TIC	Patrol	On Duty	problems
128	05/02/16	16.021307	16-021307	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
129	04/29/16	16.020826	--	B	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lodygowski	Off Duty	Self admit at SMMC
130	04/29/16	16.020815	16-020815	T	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	UMCC
131	04/28/16	16.020569	16-020569	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC

	A	B	C	D	E	F	G	H	I
132	04/26/16	16.020243	16-020243	R	1901 Twelfth St;RA	NOR	Henry	Off Duty	UMCC
133	04/25/16	16.020090	16-020090	DC	1901 Twelfth St;RA	C	Lodygowski	Off Duty	UMCC
134	04/25/16	16.020060	16-020060	DC	1901 Twelfth St;RA	C	Henry	Off Duty	UMCC
135	04/22/16	16.019539	16-019539	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
136	04/21/16	16.019378	16-019378	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
137	04/21/16	16.019332	16-019332	DC	1901 12 St;RA	TIC	Legath	Off Duty	UMCC
138	04/20/16	16.019174	16-019174	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
139	04/20/16	16.019172	16-019172	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
140	04/20/16	16.019131	16-019131	DC	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
141	04/20/16	16.019130	16-019130	T	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
142	04/18/16	16.018788	16-018788	T	1901 12th St;RA	TIC	White	Off Duty	UMCC
143	04/18/16	16.018787	16-018787	P	1901 12 St;RA	ARR	COP	On Duty	ASSIST OJ
144	04/18/16	16.018783	16-018783	O	1901 12th St;RA	ARR	Henry	Off Duty	UMCC
145	04/18/16	16.018777	16-018777	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
146	04/18/16	16.018730	16-018730	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
147	04/15/16	16.018168	16-018168	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
148	04/14/16	16.017933	16-017933	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
149	04/14/16	16.017918	16-017918	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
150	04/14/16	16.017912	16-017912	T	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
151	04/13/16	16.017735	16-017735	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
152	04/13/16	16.017731	16-017731	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
153	04/13/16	16.017730	16-017730	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
154	04/13/16	16.017697	16-017697	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
155	04/12/16	16.017543	16-017543	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
156	04/11/16	16.017373	16-017373	T	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
157	04/11/16	16.017366	16-017366	R	WASHINGTON PARK HIGH SCHOOL;RA	C	Lodygowski	Off Duty	UMCC
158	04/11/16	16.017353	16-017353	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
159	04/08/16	16.016943	16-016943	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
160	04/08/16	16.016914	16-016914	SEXR	WASHINGTON PARK HIGH SCHOOL;RA	C	Henry	Off Duty	
161	04/07/16	16.016794	16-016794	TRES	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
162	04/07/16	16.016782	16-016782	INFO	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	
163	04/07/16	16.016766	16-016766	THEFT	1901 Twelfth St;RA	C	Neubauer	Off Duty	
164	04/06/16	16.016565	16-016565	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC

	A	B	C	D	E	F	G	H	I
165	03/22/16	16.014168	16-014168	R	1901 Twelfth St;RA	NOR	Henry	Off Duty	
166	3/21/2016	16.013929	16-013929	T	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
167	03/18/16	16.013430	16-013430	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
168	03/17/16	16.013191	16-013191	R	1901 12 St;RA	C	Henry	Off Duty	
169	03/16/16	16.012982	16-012982	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
170	03/15/16	16.012816	--	B	1901 12th St;RA	NOR			Chaper 51-15
171	03/15/16	16.012811	16-012811	T	1901 12 St;RA	TIC	Legath	Off Duty	UMCC
172	03/14/16	16.012600	16-012600	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
173	03/14/16	16.012594	16-012594	T	1901 12 St;RA	TIC	Perry	Off Duty	UMCC
174	03/11/16	16.012126	16-012126	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
175	03/10/16	16.011913	16-011913	FIGHT	1901 Twelfth St;RA	C	Pettis	Off Duty	
176	03/10/16	16.011875	16-011875	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
177	03/09/16	16.011671	16-011671	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
178	03/09/16	16.011660	16-011660	TRES	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
179	03/09/16	16.011614	16-011614	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
180	03/08/16	16.011457	16-011457	T	1901 12th St;RA	TIC	Pettis	Off Duty	UMCC
181	03/08/16	16.011455	16-011455	T	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
182	03/08/16	16.011425	16-011425	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
183	03/08/16	16.011418	16-011418	DC	1901 12th St;RA	TIC	Legath	Off Duty	UMCC
184	03/08/16	16.011416	16-011416	DC	1901 12 St;RA	TIC	Perry	Off Duty	
185	03/07/16	16.011248	16-011248	DC	1901 12th St;RA	NOR	Henry	Off Duty	UMCC
186	03/04/16	16.010742	16-010742	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
187	03/04/16	16.010697	--	CIBHIT	WASHINGTON PARK HIGH SCHOOL;RA	NOR			Transport for warrant
188	03/04/16	16.010695	16-010695	T	1901 Twelfth St;RA	TIC	Henry	Off Duty	
189	03/03/16	16.010491	16-010491	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
190	03/02/16	16.010352	16-010352	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
191	02/29/16	16.009973	16-009973	INJOFF	1901 12th St;RA	nor			Injury to Ofc. Perry from fight call below
192	02/29/16	16.009972	16-009972	FIGHT	1901 12th St;RA	NOR	Henry	Off Duty	
193	02/29/16	16.009971	16-009971	DC	1901 12th St;RA	TIC	Henry	Off Duty	UMCC
194	02/29/16	16.009952	16-009952	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
195	02/26/16	16.009410	16-009410	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
196	02/25/16	16.009276	16-009276	TRES	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
197	02/25/16	16.009271	16-009271	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	White	Off Duty	UMCC

	A	B	C	D	E	F	G	H	I
198	02/25/16	16.009264	16-009264	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
199	02/25/16	16.009244	16-009244	DC	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	
200	02/25/16	16.009239	16-009239	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
201	02/24/16	16.009069	16-009069	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
202	02/24/16	16.009067	16-009067	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
203	02/24/16	16.009066	16-009066	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Neubauer	Off Duty	UMCC
204	02/24/16	16.009025	16-009025	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
205	02/23/16	16.008809	16-008809	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Pettis	Off Duty	UMCC
206	02/22/16	16.008649	16-008649	T	1901 12 St;RA	TIC	Perry	Off Duty	UMCC
207	02/19/16	16.008133	16-008133	DC	1901 12 St;RA	TIC	Perry	Off Duty	UMCC
208	02/19/16	16.008091	--	FIGHT	WASHINGTON PARK HIGH SCHOOL;RA	NOR			Dealt with at school and SRO
209	02/18/16	16.007899	16-007899	DC	1901 12 St;RA	TIC	Henry	On Duty	
210	02/18/16	16.007890	16-007890	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	On Duty	UMCC
211	02/18/16	16.007885	16-007885	T	1901 12 St;RA	TIC	patrol	On Duty	UMCC
212	02/16/16	16.007514	16-007514	SEXR	5635 Byrd Av,6;RA	C	Legath	Off Duty	
213	02/11/16	16.006733	16-006733	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
214	02/11/16	16.006732	16-006732	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
215	02/11/16	16.006710	16-006710	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
216	02/10/16	16.006553	16-006553	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
217	02/10/16	16.006528	16-006528	INVEST	1901 Twelfth St;RA	C	Spiegelhoff	On Duty	Follow up by Investigator
218	02/10/16	16.006500	16-006500	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	patrol	On Duty	
219	02/09/16	16.006418	16-006418	THEFT	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Lyle	On Duty	On duty call that originated at Park HS
220	02/09/16	16.006368	16-006368	THEFT	1901 Twelfth St;RA	C	Neubauer	Off Duty	
221	02/09/16	16.006352	16-006352	DC	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	UMCC
222	02/09/16	16.006340	16-006340	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
223	02/09/16	16.006328	16-006328	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
224	02/05/16	16.005716	16-005716	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
225	02/05/16	16.005706	16-005706	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
226	02/04/16	16.005505	16-005505	T	1901 12 St;RA	TIC	Henry	Off Duty	UMCC
227	02/03/16	16.005410	16-005410	THEFT	WASHINGTON PARK HIGH SCHOOL;RA	C	Pumphrey	On Duty	On duty call that originated at Park HS
228	02/03/16	16.005368	16-005368	DC	1901 Twelfth St;RA	VD	Perry	Off Duty	
229	02/03/16	16.005290	16-005290	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
230	02/02/16	16.005161	16-005161	INFO	WASHINGTON PARK HIGH SCHOOL;RA	F	Henry	Off Duty	No report or information related

	A	B	C	D	E	F	G	H	I
231	02/02/16	16.005159	16-005159	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
232	02/02/16	16.005137	16-005137	DC	WASHINGTON PARK HIGH SCHOOL;RA	NOR	Henry	Off Duty	
233	02/02/16	16.005128	16-005128	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
234	02/01/16	16.004953	16-004953	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
235	01/29/16	16.004591	16-004591	DC	1901 Twelfth St;RA	VD	Lodygowski	On Duty	Extra atttention request for game
236	01/29/16	16.004537	16-004537	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
237	01/29/16	16.004520	16-004520	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC
238	01/29/16	16.004500	16-004500	DC	1901 12th St;RA	TIC	Henry	Off Duty	
239	01/29/16	16.004494	--	CIBHIT	1901 12th St;RA	NOR			OJ Warrant
240	01/29/16	16.004489	16-004489	DC	1901 12th St;RA	TIC	Henry	On Duty	
241	01/29/16	16.004477	16-004477	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	On Duty	UMCC
242	01/28/16	16.004337	16-004337	DC	1901 12th St;RA	TIC	Henry	On Duty	UMCC
243	01/28/16	16.004330	16-004330	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
244	01/28/16	16.004329	16-004329	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
245	01/26/16	16.004074	16-004074	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
246	01/26/16	16.004041	16-004041	R	1901 Twelfth St;RA	C	NA	NA	Follow up by Investigator
247	01/26/16	16.004013	16-004013	DC	1901 12 St;RA	TIC	Henry	Off Duty	UMCC
248	01/25/16	16.003892	16-003892	O	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMMC
249	01/22/16	16.003419	16-003419	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Legath	Off Duty	UMCC
250	01/22/16	16.003417	16-003417	T	1901 12th St;RA	TIC	Pettis	Off Duty	UMCC
251	01/20/16	16.003084	16-003084	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Perry	Off Duty	UMCC
252	01/20/16	16.003082	16-003082	T	1901 12th St;RA	TIC	Perry	Off Duty	UMCC
253	01/12/16	16.001904	16-001904	P	1901 Twelfth St;RA	C	Pettis	Off Duty	
254	01/12/16	16.001880	16-001880	DC	1901 Twelfth St;RA	TIC	White	Off Duty	
255	01/12/16	16.001878	16-001878	DC	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Burinda	Off Duty	incident done. NOT LOCATED
256	01/08/16	16.001304	16-001304	R	Valley Dr/Bluefields Dr;RA	C	Henry	Off Duty	
257	1/8/2016	16.001296	16-001296	T	WASHINGTON PARK HIGH SCHOOL;RA	TIC	Henry	Off Duty	UMCC. No report
258	1/8/2016	16.001271	16-001271	INFO	1901 Twelfth St;RA	C	Legath	Off Duty	
259	01/07/16	16.001086	16-001086	R	1901 12th St;RA	ARR	Peterson	On Duty	Stemming from call at school

From: Stulo, Samuel
Sent: Thursday, February 02, 2017 3:49 PM
To: Howell, Arthel; Days, Aldred; Eric Gallien
Cc: Guardiola, Pablo
Subject: Analysis of Park HS calls for the calendar year 2016

Good Afternoon Gentlemen

Attached you will find all the calls for service for the calendar year at Park HS. I also have all the reports done in a folder as well that is not attached, but accessible if needed. I deleted the calls that were not school related or that happened outside of school hours. I also added comments to some calls that were either not completed, still on hold for some reason, or other important details. My reason for doing this was two-fold:

1) to look at each call, read the report and see if we could do something different in some cases where students are being cited and/or arrested. I am not by any means trying to armchair quarterback what our officers are doing, but to try to find where we can train our officers to better serve the students. As we move forward with this partnership, training will be an essential component of this new division. A change in mindset and evolving as a police officer is essential to this.

2) to see if we are missing anything that is important for documentations purposes for RAPD/RUSD. As you all know, in today's climate, working with students we need to be extra vigilant in documenting and handling situations with the utmost
professionalism.

After reviewing the reports, citations, and calls for service here are some suggestions I think we need to think about moving forward. With all of your approvals of course.

- All officers should clearly indicate immediately in the report whether they are working on or off duty in their police reports and how they are identified as Police Officers. This may seem minimal, but for liability purposes it is extremely important. For example, since September when the School COP Officers began, Ofc. Henry states on his reports that he is working "on duty for Racine Unified School District." It should clearly state he is working for RAPD to avoid confusion from outside parties if that ever came to be. It could be just an oversite also, due to being used to working at the schools. However, it is something I believe needs to be cleared up.

- Phoenix Supplements should be completed for all UMCC's. In a majority of the calls where citations were issued, there was minimal information and reason for the contact. Most of the time a name was there, but there was enough where a name was not even listed. Especially with Disorderly Conduct citations, I think the reason on how we came into contact with the students is essential to the narrative. Doing a computer report will allow more detail and documentation for the officer.

- There is a minimal amount of Use of Force documentation in cases where force is being used with students. An arrest in the schools is the same as the streets and the officers working the schools need to be sure to document all use of force and justification for doing so. Again, in today's climate, it is good business to cover yourself. Especially with the incident we did have at Park HS which caused officers to be suspended.

- And lastly, in a lot of the citations and arrests that were documented, the basis of the call was a student being “disorderly” , “causing a disturbance”, or “made other students or staff leave their locations” to see what the commotion is about. While by definition this may be Disorderly Conduct, but having the same officers in most of the buildings, an extra emphasis needs to put on the relationship part of the COP Model and make a connections with that student to dig deeper on why some of behaviors are occurring. We need to be aware than arrest may get a juvenile in the system who was having a bad day, or some other justification for their unexpected behavior. Or, now the financial strain of a DC ticket on the student and possibly the parent. I know that times arrests and citations are necessary for certain situations, but it is something that needs to be looked into based on a student by student basis. Also, other trainings will be an essential component of this, along with Crisis Intervention Training that most officers have already had. Of course there is discretion in these situations, but with training and experience, we can avoid some of these conflicts that often begin as school violations.

Thanks for your time
Sgt. Samuel D. Stulo
Racine Police Department
Patrol Division

801 W. Michigan Street, Milwaukee, WI 53233 (414) 220-4798 P (414) 220-4792 F safesound.org

School COP Officer Roll-Out Lessons Learned

- Prior to the general meeting, it is imperative that the relevant command staff, supervisors and School COP Officers – referring to the full-time officers serving in the schools – are bought in to the program, understand the important aspects of the program and fully understand/embrace their roll in this meeting. Everyone represented in the organizational chart should be expected to exhibit leadership level qualities at the meeting and in their positions. They should conduct themselves professionally and serve as both representatives of and advocates for the program, especially at this meeting.

- The School COP Officers are leaders. They will make or break the success of this program on the ground. If they aren't bought in and work against the best interests of the District by sowing discord, they will impede the progress of the program.

- This meeting is an opportunity for management to understand the motivations of the officers serving in the schools. The questions that are asked are revealing and help management understand where officer's values and interests are as it relates to the work of the program.

Guiding Principals

The overarching philosophy of the School SOP Officer program will be guided by evaluative thinking. Evaluative thinking is defined, for these purposes, as:

"Critical thinking applied in the context of evaluation, motivated by an attitude of inquisitiveness and a belief in the value of evidence, that involves identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking and informing decisions in preparation for action."[1]

The Racine Police Department will use a Results-Based Accountability (RBA) structure for evaluating the effectiveness of the School COP Officer program. The 3 basic questions articulated in RBA will help guide formal program assessment and learning.

1) How much did we do?
2) How well did we do?
3) Is anyone better off?[2]

Evaluation Design

Officers working in the schools should take the survey 2x per year, 6 months apart. Once in the fall when school is starting and once at the end of the school year. This will allow RPD to measure changes in the attitude and approach of the officers working in the schools within each individual school year as well as across years.

Ideally, teachers and administrators in the schools will take the survey on the same schedule as the officers. The original idea was for school staff to take a survey related to the program via survey monkey in an informal survey structure, much like the police officers. RUSD will work with RPD to determine the appropriate questions for the staff survey.

Students, who are already surveyed and tested extensively, will answer a few additional questions that RPD and Unified will work together to create. These questions will be about the school officer program and will be added to an existing survey that the students already take. The decision about when and how to survey the teachers and students is ultimately up to the school district.

[1] Buckley, Jane, Archibald, Thomas, Hargraves, Monica, Trochim, William M. 2015 "Defining and Teaching Evaluative Thinking: Insights from Research on Critical Thinking" *American Journal of Evaluation* 36(3) 375-388

[2] Results Based Accountability as discussed by the Annie E. Casey Foundation Presentation at Milwaukee Evaluate! Conference in March 2017

School Officer Survey - Spring 2017

1. How many years have you been a police officer?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31-40 years

2. How many years have you been working in the schools as a police officer?

- 2 years or less
- 3-5 years
- 6-9 years
- 10 or more years

3. How many hours do you typically spend working in the school each week?

- Less than 10 hours
- 10-19 hours
- 20-29 hours
- 30-39 hours
- 40 or more hours

4. Does your department have minimum training experience requirements to be eligible for the position of school officer?

- ◯ Yes
- ◯ No
- ◯ Unknown

5. How many years of law enforcement experience are required by your department to work in the schools?

- ◯ 1 year or Off probation
- ◯ 2 Years
- ◯ 3 Years
- ◯ 4 or 5 Years
- ◯ No minimum requirment
- ◯ Unknown

6. You were adequately trained to be a school officer.

- ◯ Agree
- ◯ Neither agree nor disagree
- ◯ Disagree

7. What factors affected your decision to work in the schools as an officer? Check all that apply.

- ☐ Enjoy working with youth
- ☐ Enjoy the opportunity to teach others
- ☐ Like the shift/schedule that school officers work
- ☐ Like the school environment
- ☐ Earn extra money
- ☐ Other (please specify)

8. As an officer working in the schools prior to the 2016-2017 school year, were there any documents or contracts governing the officer role within the schools?

- ◯ Yes
- ◯ No
- ◯ I don't know

9. As of the 2016-2017 school year is there a Memorandum of Understanding and/or Standard Operating Procedures between the RPD and RUSD that governs your position as a school officer?

- ◯ Yes
- ◯ No
- ◯ I don't know

10. Have you received any specific training related to your role as a school officer?

- ◯ Yes
- ◯ No

11. If yes, who provided training related to schools, youth or school officer skills/knowledge?

- ☐ Racine Police Department
- ☐ Juvenile Detention Alternatives Initiative (JDAI)
- ☐ National Association of School Resource Officers (NASRO)
- ☐ Another law enforcement agency
- ☐ School or School District
- ☐ Other (please specify)

12. Please select school officer training that you feel is needed. Check all that apply.

- [ ] Current juvenile case law & school law
- [ ] Active shooter
- [ ] External threat/lock down/emergency preparedness/school safety and security
- [ ] Working with and understanding special education students/EBD
- [ ] Drug and gang training
- [ ] Juvenile interviewing, interrogation and Miranda
- [ ] Current information/education on social media
- [ ] Juvenile and school search and seizure
- [ ] Youth mental health/understanding behavior
- [ ] Other (please specify)

13. Please number the following three statements in alignment with your primary, secondary and tertiary roles as a school officer.

I am a law enforcer.

I am an informal counselor.

I am an educator.

14. Please note the frequeny with which you conduct the following actions related to monitoring and safety within the schools.

	Daily	At least weekly	At least monthly	At least yearly	Never
Monitor school grounds/common areas	○	○	○	○	○
Enforce schoool rules/conduct code	○	○	○	○	○
Truancy/attendance enforcement	○	○	○	○	○
School safety drills	○	○	○	○	○
Search lockers or students	○	○	○	○	○

15. Please rate the categories based on your degree of participation in school monitoring and safety duties as a school officer.

	Too much	Appropriate amount	Not enough	Never in this role
Enfoce school rules/code of conduct	◯	◯	◯	◯
Monitor school grounds/common areas	◯	◯	◯	◯
Truancy/attendance enforcement	◯	◯	◯	◯
School safety drills	◯	◯	◯	◯
Search lockers or students	◯	◯	◯	◯

16. Please note the frequency with which you conduct the following actions related to student accountability and support within the school.

	Daily	At least weekly	At least monthly	At least yearly	Never
Student counseling/mentoring	◯	◯	◯	◯	◯
Address student/staff conflicts	◯	◯	◯	◯	◯
Address illegal acts at school	◯	◯	◯	◯	◯
Attend after-school events as school officer	◯	◯	◯	◯	◯
Attend suspension/expulsion/reintergration meetings	◯	◯	◯	◯	◯

17. Please rate the categories as they relate to your participation in school accountability and support as a school officer.

	Too much	Appropriate amount	Not enough	Never in this role
Address student conflicts/student-staff conflicts	◯	◯	◯	◯
Student counseling/mentoring	◯	◯	◯	◯
Address illegal acts at school	◯	◯	◯	◯
Attend after-school events as school officer	◯	◯	◯	◯
Attend supsension/expulsion/reintegration meetings	◯	◯	◯	◯

18. Please note the frequency with which you conduct the following actions related to training and education support within the schools.

	Daily	At least weekly	At least monthly	At least yearly	Never
Teach/educate students	○	○	○	○	○
Train/educate school staff	○	○	○	○	○
Attend student or stafff committees/interest groups	○	○	○	○	○
Comunity outreach/education	○	○	○	○	○

19. Please rate the categories as they relate to your participation in school training and education.

	Too much	Appropriate amount	Not enough	Never in this role
Train/edcuate school staff	○	○	○	○
Teach/students education	○	○	○	○
Community outreach/education	○	○	○	○
School/staff meetings	○	○	○	○
Attend student or staff committees/interest groups	○	○	○	○

20. Please select the trainings that you have provided to students in the school where you serve as a school officer. Check all that apply.

- [ ] How the criminal or juvenile justice system works: Offenses, offense levels, charges, etc.
- [ ] Drug education
- [ ] General crime prevention: Staying safe/protecting belongings
- [ ] Careers in law enforcement
- [ ] Internet safety/sexting/technology-based crimes
- [ ] Bullying

21. Please select the trainings that you have provided to teachers and staff in the school where you serve as a school officer. Check all that apply.

- [ ] Emergency protocols
- [ ] General crime prevention: Staying safe/protecting belongings
- [ ] How the criminal or juevenile justice system works: Offenses, offense levels, charges, etc.
- [ ] Internet safety/sexting/technology-based crimes
- [ ] Drug education
- [ ] Gangs
- [ ] Bullying

22. Please note whether you agree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoy working with youth.	○	○	○	○	○
I am comfortable with students coming to me with problems.	○	○	○	○	○
Students are comfortable coming to me with problems.	○	○	○	○	○
Students think of me more as a resource than as a police officer.	○	○	○	○	○

23. Please note whether you agree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My opinions and suggestions are valued by my school administrator(s).	○	○	○	○	○
The school administration(s) and I share a similar philosophy/approach on how to work with youth.	○	○	○	○	○
Administrators at my school(s) understand what I legally can and cannot do as a police officer related to youth.	○	○	○	○	○

24. Please note whether you agree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I often feel pulled between the expectations of my law enforcement agency and those of the school(s).	○	○	○	○	○
Leadership in my law enforcement agency values my role as a school officer.	○	○	○	○	○
Other officers in my agency value my role as a school officer.	○	○	○	○	○
I would request to continue the role of school officer in the future.	○	○	○	○	○

25. Please note the frequency with which you do the following things in response to violations of the law in the schools.

	Always	Often	Sometimes	Rarley	Never
I notify school administrators when I discover violations of the law.	○	○	○	○	○
School administrators notify me when they discover violations of the law.	○	○	○	○	○
I collaborate with administrators to determine whether charging is appropriate.	○	○	○	○	○

26. Please note the frequency with which you do the following things related to violations of the law and apprehension/arrest decisions.

	Always	Often	Sometimes	Rarely	Never
I mantain discretion whether to apprehend/arrest students.	○	○	○	○	○
I feel pressure from the school administrators to apprehend/arrest students for illegal acts.	○	○	○	○	○
I feel pressure from the school administrators NOT to apprehend/arrest students for illegal acts.	○	○	○	○	○

27. Please check all the diversion methods you use as a school officer.

- [ ] Diversion services through the county attorney, or a community-based/contracted provider
- [ ] Community service, school clean-up or repair
- [ ] Restorative Justice
- [ ] School-based sanctions/loss of privileges or activities
- [ ] In-house probation/behavior contract with school officer
- [ ] In-school suspension/out-of-school suspension/Saturday School
- [ ] Victim restitution/repayment
- [ ] Other (please specify)

28. What is your impact in the school as a school resource officer? Please note whether your presence in the school as an officer has been impactful in reducing incidents in each category.

	Significant reduction	Some reduction	Little reduction	No reduction	I don't know
Physical fights/assaults	○	○	○	○	○
Weapons related violations	○	○	○	○	○
Threats against the school	○	○	○	○	○
Disruptive or disorderly conduct	○	○	○	○	○
Gang activity	○	○	○	○	○
Alcohol related violations	○	○	○	○	○
Attendance Issues/truancy	○	○	○	○	○
Thefts	○	○	○	○	○
Vandalism	○	○	○	○	○
Bullying, Harassment or Threats	○	○	○	○	○
Drug Related Violation	○	○	○	○	○

29. The most challenging asects of being a school officer are...

30. The most satisfying aspects of being a school officer are...

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School COP Officer Program Needs Going Forward

1) Orientation for New School Officers (COP & Part-Time)

   One need identified is a standardized orientation process for officer's working in the schools for the first time. It may also be necessary for all current officers working in the schools to participate in a truncated version of orientation given the new structure and focus of the program.

   Orientation should include a one-on-one meeting with the relevant school principal. This will give the principal an opportunity to share their specific vision of their school with the new officer, thus helping the officer focus their activities in accordance with the culture and goals of the school within the bounds of the School COP Officer program.

2) Multi-Disciplinary School Safety Teams

   Another clear need is increased collaboration between the various stakeholder groups working within the schools. This is particularly true to of RPD officers and Unified staff and administration. A multi-disciplinary school safety team structure, where each school has its own safety team that focuses on proactive problem solving, can help foster this increased collaboration.

   Currently, in so far as these teams already exist, they tend to focus solely on emergency response planning rather than ongoing strategies for supporting individual student needs and overall proactive approaches to safety.

   These teams will also allow for the introduction of additional resources to the schools, like mental health case worker partnerships. The need for more resources around the issue of mental health came up again and again throughout the development of this program. This is a significant need in the Racine schools and should be a central focus going forward.

3) School Officer Training – Orientation and Ongoing Schedule

   There is currently no training plan for officers specific to working in the schools in Racine. Regular training that focuses on the specific skills needed to successfully engage youth is a key best practice amongst high quality school resource officer programs.

4) Alternative Disciplinary Practices

   Ensuring that RUSD and the School Officers have regular access to positive alternatives to traditional school discipline will be central to how successful this program is in improving student outcomes around safety and achievement.

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