

# MOUs ACROSS CONNECTICUT

Crafting Memorandums of Understanding between Law Enforcement Agencies and Regional and Local Boards of Education that Center the Needs of Connecticut Children and Communities



*A Collaboration between Connecticut Voices for Children and the Yale Law School Youth Justice Project*

**Lauren Ruth, Ph.D., Research & Policy Director at Connecticut Voices for Children**

With research assistance from Donovan Bendana, Kevin Chisolm, Kishore Chundi, Faven Getahun, Emma Gray, Rachel Ijams, Cyrus Khandalavala, Jessica Lin, Jake Mattis, Callie McQuilkin, and Danny Rodriguez

# CONTENTS

GLOSSARY .....	3
STATEMENT ON CT VOICES' POSITION AND THE INTENT OF THIS RESEARCH.....	6
INTRODUCTION .....	7
METHODS .....	18
RESULTS.....	20
POLICY AND PRACTICE RECOMMENDATIONS.....	48
CONCLUSION .....	56
ACKNOWLEDGEMENTS.....	58
APPENDIX A .....	59
APPENDIX B .....	60
ENDNOTES .....	61



## GLOSSARY

**504 Plan:** Schools develop 504 plans to support young people with disabilities who do not require special education services. These plans are required through Section 504 of the Rehabilitation Act of 1973, which protects against discrimination on the basis of disability. This law requires schools to consider whether a challenging behavior is related to a student’s disability prior to disciplining a student for a challenging behavior; if the challenging behavior is related to a student’s disability, schools must do their best to make reasonable accommodations instead. Importantly, 504 plans apply to school staff and police officers, so in many cases, SROs should familiarize themselves with students’ 504 plans.<sup>1</sup>

**Behavioral Interventions:** Behavioral interventions seek to understand the source of a young person’s engagement in challenging behaviors and implement strategies and supports so that young people use more adaptive alternatives to these challenging behaviors. The Connecticut General Statutes define behavioral interventions utilized by law enforcement officials in schools as “an intervention to resolve violent or nonviolent student behavior or conflicts.”<sup>2</sup> As of July 1, 2023, SROs must submit a report regarding each behavioral intervention they conduct within five school days of conducting the behavioral intervention.

**Chemical Restraints:** Chemical restraints refer to using a chemical to subdue a person’s behavior. While chemical restraints can refer to administering pharmacological substances, use of tear gasses and pepper sprays can also fall under the umbrella of “chemical restraint.” In Connecticut, some police departments issue pepper sprays such as Oleoresin Capsicum (OC) to SROs.

**Disproportionality:** Numerous communities historically marginalized and disenfranchised within U.S. systems of government and culture experience involvement with the U.S. criminal legal system in a proportion greater than that community’s overall population. Young people who are Black, brown, multiracial, from tribal and Indigenous communities, LGBTQIA\*, have experienced severe trauma, have mental health needs, foster youth, and young people who have special education needs are disproportionately represented in youth criminal legal systems across the country.<sup>3</sup> Behavioral interventions that are more sensitive to the contexts and needs of these young people are more effective for reducing future engagement in challenging behaviors and reducing disproportionality than traditional school discipline and law enforcement interventions.

**Diversion, Practices, and Programs:** Diversion refers to an alternative pathway to arresting, prosecuting, and incarcerating individuals. Numerous research studies have found that incarceration is ineffective in reducing crime and that having a criminal record can restrict a person’s ability to put a better foot forward.<sup>4</sup> Methods of diverting a young person from the criminal legal system include but are not limited to practices such as a police officer conferencing with a student’s teachers and parent or guardian, requiring a student to complete a number of hours of community service, requiring a student to repair or replace damaged property, and mentoring a student. Connecticut also has a number of more formalized diversionary programs structured to address the causes of a young person’s behaviors and support the young person in developing more prosocial behaviors.

**Exclusionary Discipline:** Exclusionary discipline refers to all forms of school discipline that remove a student from their instructional setting as part of the discipline process. This includes “time-outs” that cause a student to miss the majority of a class period, in-school suspension, out-of-school suspension, expulsion, school-based arrests, and referrals to law enforcement that happen during the school day.

**Family Educational Rights and Privacy Act (FERPA):** FERPA is a federal law protecting the privacy of student educational records. FERPA allows schools to release student educational records to parties other than the student’s parent or guardian, including to comply with a judicial order or subpoena, to appropriate officials in cases of safety emergencies, and to State and local authorities within a youth criminal legal system, pursuant to specific State law.<sup>5</sup> Because the State dictates the nuances of who is an “appropriate official” and what an appropriate event is, the federal government recommends that MOUs include language regarding protection of FERPA in the body of Memorandums of Understanding (MOUs).

**Graduated Response Model:** Graduated response approaches in student discipline require trying to meet a young person’s needs through methods that are less punitive and more proactive in supporting a student’s engagement in the classroom before utilizing more punitive types of discipline. In Connecticut, MOUs are required to include models that spell out appropriate types of support and discipline in the classroom, provided by school administration, and provided by law enforcement, and the behaviors and circumstances that would warrant each level of disciplinary intervention.<sup>6</sup>

**Individualized Education Plan (IEP):** An IEP is a written statement of how schools will meet a child’s individual educational needs. Young people receiving special education services must have an IEP. In some cases, SROs should become familiar with a student’s IEP so that they can adjust their interactions with the student in a way that minimizes the risk of trauma and behavioral escalation.

**Investigations:** The Connecticut General Statutes defines investigations utilized by law enforcement officials in schools as “a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances.”<sup>7</sup> Investigations may or may not include questioning and/or interrogating students to obtain information. In Connecticut, any admission, confession, or statement obtained from young people under the age of 16 without obtaining permission to question the young people from their parents or guardians is inadmissible in a Court of Law.<sup>8</sup> As of July 1, 2023, SROs must submit a report regarding each investigation they conduct within five school days of conducting the investigation.

**Juvenile Review Board (JRB):** JRBs are local diversionary and prevention programs that operate in many communities across Connecticut. They often evolve from partnerships between police departments, youth courts, and school administrators. In towns with Youth Service Bureaus (YSBs), JRBs are frequently managed by the YSB. JRBs are tasked with determining and providing appropriate diversionary services to young people who have engaged in low-level criminal offenses.

**Memorandum of Understanding (MOU):** MOUs are documents of the roles, responsibilities, and expectations of the individuals and partners involved in creating and maintaining SRO programs. They are drafted as an agreement between police departments and local boards of education. They are policy instruments that operate within the context of applicable municipal, state, and federal laws.<sup>9</sup> In Connecticut, all school districts that assign a SRO to any school within the district must enter into a MOU with the responsible law enforcement agency.<sup>10</sup>

**MOU Shout-Out:** This report seeks to uplift examples of good practices and comprehensive language being utilized across Connecticut. In the sections of the report that provide data regarding the contents of MOUs, we include “MOU Shout-Outs” to highlight MOUs that include language that may inspire other districts to expand their MOUs. In this report, we generally uplifted MOUs that included comprehensive language covering most if not all aspects of topics addressed within

our sections of analysis. Due to our analysis examining whether MOUs address certain topics *at all*, just because we shout out that an MOU includes language that can be borrowed and tailored does not necessarily mean that we believe the policies within the MOU are the best policies. Thus, we urge policymakers to consider these as “good” examples rather than “best” examples. Most MOUs included one or more strong sections deserving of praise. For those that go above and beyond regarding a particular topic, we include a few narrow “MOU Shout-Outs.” However, we do want to note that due to some MOUs being much more comprehensive than average, we shout-out a few MOUs multiple times due to their thoroughness in addressing the topics we examined.

**National Association of School Resource Officers (NASRO):** NASRO is a membership-based national organization dedicated to helping law enforcement agencies and school districts create SRO programs that contribute to increased school and child safety. It utilizes a “triad” model of school-based policing that divides SRO responsibilities into three areas: public safety educator, mentor, and law enforcement officer. To help schools implement this model, NASRO provides a variety of resources, training opportunities, and consulting to improve SRO programs.

**Restraint:** Restraint refers to a variety of methods for immobilizing a student or restricting their movements. Restraints may be physical, in that an adult uses their body to restrict the movement of a student’s body, mechanical in that placing a student on equipment like a chair restricts a student’s ability to move, chemical in that a chemical agent like pepper spray is used to immobilize a student, or forensic in that it is used by law enforcement officials to take someone into custody (such as handcuffs or flex cuffs). This term does not refer to instances where an adult may lay their hands on a young person to guide/escort the young person’s movement from one location to another. In Connecticut, school employees can only use physical restraint in emergency situations, and they may not use forms of restraint that block a student’s ability to breathe, such as prone restraint.<sup>11</sup>

**Restorative Justice:** Restorative justice is an approach to criminal legal system policy that aims to repair harm caused by crime and conflict. Restorative practices and programs create a structure for understanding and responding to the needs of each party involved in a criminal offense *and* the impact on the broader community.<sup>12</sup> According to Connecticut statute, all MOUs created or updated after July 1, 2021, must include a provision that requires SROs to complete training in restorative justice.<sup>13</sup> Beginning in July of 2025, all school districts must adopt a restorative practices response policy to address challenging behavior, and these policies may only involve SROs or other law enforcement officials if the challenging behavior or conflict escalates to violence or constitutes a crime.<sup>14</sup>

**School Resource Officer (SRO):** SROs are sworn law enforcement officers stationed within one or more schools in a school district. As sworn law enforcement officers, SROs carry weapons and have the power to detain and arrest people they perceive as threatening the school—including students.

**Youth Service Bureau (YSB):** YSBs are agencies operated by one or more municipalities that are responsible for planning, evaluating, coordinating, and implementing a network of resources and opportunities for children, youth, and their families. Within Connecticut State statute, these agencies serve as “hubs” for diversionary services, and police departments, schools, parents, the courts, and youth-serving organizations may refer young people who need services to the YSBs for evaluation and connection with appropriate resources.<sup>15</sup>

# STATEMENT ON CONNECTICUT VOICES FOR CHILDREN'S POSITION AND THE INTENT OF THIS RESEARCH

During the 2023 Connecticut legislative session, Connecticut Voices for Children (CT Voices) partnered with Radical Advocates for Cross-Cultural Education (RACCE), the Connecticut Black and Brown Student Union (CT BBSU), the Connecticut Justice Alliance (CTJA), and many others in support of S.B. 1095,<sup>16</sup> a bill intended to increase transparency regarding guidelines for school resource officers (SROs) in Connecticut schools and to bring these guidelines better in line with recommendations made by the federal Department of Justice. The language in S.B. 1095 was combined with a few other bills and passed as P.A. 23-167.<sup>17</sup>

Our support for this bill may surprise some, as CT Voices has published two reports showing that schools in Connecticut that employ SROs report a significantly greater proportion of student arrests and referrals to law enforcement than schools that do not employ SROs, and this disproportionately impacts young people of color.<sup>18</sup> Our reports recommend that schools should reduce their reliance on police in schools. Our reports *also* recommend implementing practices that limit the extent that young people may experience trauma during their interactions with police, increase reliance on diversionary and restorative tools, reduce reliance on tools that push young people deeper into the criminal legal system, and increase transparency so that young people and their families have a better understanding

of their rights in a school building and the responsibilities of SROs in protecting those rights. We enthusiastically supported S.B. 1095 because it helped to move these other recommendations forward.

Clear, transparent memorandums of understanding (MOUs) between school districts and police departments can reduce the misuse of SROs by school personnel, protect student rights, and improve relationships between SROs, school staff, and the school community. We engaged in the present research to honor this progress toward transparency in law enforcement and to provide a tool to help school districts that have not yet updated their MOUs in light of P.A. 23-167. Toward that end, we uplift good examples from MOUs in this report that other districts may utilize to improve their MOUs, but we do not include more specific information about the districts that do not have certain provisions in their MOUs. If district personnel wish to know specific information regarding how their district compares to other MOUs (for example, does our MOU have language regarding SRO duties and procedures concerning firearms or not?), they may contact Connecticut Voices for Children to obtain this district-specific information.



# INTRODUCTION

Some sworn officers are assigned to work specifically in schools, and are referred to as school resource officers (SROs). SROs have been a regular part of many Connecticut schools since the late 1990s.<sup>19</sup> After the tragic shooting at Sandy Hook Elementary School in 2013, the Connecticut General Assembly (CGA) signed into law Public Act 15-168, which requires that all school districts that station a police officer within one or more schools in the district maintain a memorandum of understanding (MOU) regarding “the roles and responsibilities of a school resource officer,” including a requirement that clear expectations be set for daily interactions between SROs, students, and school personnel.<sup>20</sup>

The intent of P.A. 15-168 was to ensure that stationing police officers on school grounds would not lead to an increase in student arrests and in disproportionately sending students of color to the criminal legal system.<sup>21</sup> Since that time, Connecticut Voices for Children (CT Voices) has tried to understand the impacts of SROs and the policies that guide SRO programs through two reports that examine data from the Civil Rights Data Collection and EdSight.<sup>22</sup> In both reports, we find:

- there are no statistically significant demographic differences in the makeup of students at schools in Connecticut with SROs versus schools without SROs,
- there are no statistically significant differences in standardized test scores at schools with SROs versus schools without SROs,
- there are no statistically significant differences in the number of incidents reported at schools with SROs versus schools without SROs *except* school policy violations, which are significantly higher in schools with SROs,
- disproportionately greater percentages of students are referred to law enforcement for interventions such as citations, tickets, and court referrals as well as arrested in schools with SROs versus schools without SROs,
- and these arrests and referrals disproportionately impact young people of color.

*Connecticut’s statute guiding MOU language has been updated several times since it was first introduced in 2015, and in 2023 the CGA passed P.A. 23-167, which made several significant changes to the statute.<sup>23</sup> Altogether, the 2023 statutory changes work to increase program transparency, clarify SRO duties and procedures, and ensure timely and detailed reporting.*

First, this updated language requires that school districts maintain MOUs in a central location in the school district and post the MOU on the school district’s website and each school in which an SRO is assigned. Making MOUs public significantly increases the transparency of SRO programs across the state.

Second, MOUs must include language specifying the SRO’s duties concerning, and procedures for, the restraint of students, the use of firearms, school-based arrests, and reporting investigations and behavioral interventions. This language brings MOUs in better alignment with recommendations issued by the Department of Justice Office of Community-Oriented Policing.

Third, it requires that SROs submit reports to the chief of police within five school days of conducting an investigation or behavioral intervention, and the chief of police will regularly submit these reports to the superintendent of schools, who will submit reports to the local or regional board of education. Reports must include information regarding the involved SRO, the students' demographics, the reason and results of the investigation or behavioral intervention, and if specific law-enforcement-related interventions were used. This language around reporting ensures that SRO programs are better able to detect disparities in interventions and investigations.

Accounting for the language of P.A. 23-167 as well as some other changes made in 2023 and 2024, the text of Connecticut's statute governing MOUs reads:

*Sec. 10-233m. Each local or regional board of education that assigns a school resource officer to any school under the jurisdiction of such board shall enter into a memorandum of understanding with a local law enforcement agency regarding the role and responsibility of such school resource officer. Such memorandum of understanding shall (1) be maintained in a central location in the school district and posted on the Internet web site of the school district and each school in which such school resource officer is assigned, (2) include provisions addressing daily interactions between students and school personnel with school resource officers, and (3) include a graduated response model for student discipline. Any such memorandum of understanding entered into, extended, updated or amended (A) on or after July 1, 2021, shall include a provision that requires all school resource officers to complete, while in the performance of their duties as school resource officers and during periods when such school resource officers are assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices provided to certified employees of the school pursuant to section 10-148a, as amended by this act, and (B) on or after July 1, 2023, shall include provisions specifying a school resource officer's duties concerning, and procedures for, the restraint of students, use of firearms, school-based arrests and reporting of any investigations and behavioral interventions of challenging behavior or conflict that escalates to violence or constitutes a crime, pursuant to section 10-233p, provided such provisions are in accordance with any laws or policies concerning the duties of police officers. For the purposes of this section, "school resource officer" means a sworn police officer of a local law enforcement agency who has been assigned to a school pursuant to an agreement between the local or regional board of education and the chief of police of a local law enforcement agency.*

*Sec. 10-233p. Each school resource officer, as defined in section 10-233m of the general statutes, as amended by this act, shall submit to the chief of police of such school resource officer's local law enforcement agency a report for each investigation or behavioral intervention conducted by such school resource officer not later than five school days after conducting such investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime. The chief of police shall submit such report to the superintendent of schools for the school district in which such investigation or behavioral intervention occurred in accordance with the provisions of the memorandum of understanding entered into pursuant to section 10-233m of the general statutes, but shall not be less frequently than monthly. If the chief of police of the school resource officer's local law enforcement agency is not certified by the Police Officer Standards and Training Council pursuant to section 7-294d, such school resource officer shall submit such report directly to the superintendent of schools for the school district in which such investigation or behavioral intervention occurred in the same manner specified in this section for the chief of police to submit such report. Such superintendent shall submit such report to the local or regional board of education of the*

*school district. Such report shall include, but need not be limited to, (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of such school resource officer, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (A) searched, (B) apprised of such student's constitutional rights, (C) issued a citation or a summons, (D) arrested, or (E) detained, including the amount of time such student was detained. For purposes of this section, "investigation or behavioral intervention" means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.<sup>24</sup>*

In this report, researchers from the Yale Law School Youth Justice Project (YJP) and CT Voices searched for MOUs online for districts in Connecticut. For those we could not find online and believed to have an MOU due to reporting the presence of sworn law officers in schools to the federal Civil Rights Data Collection or due to being included in a report written for the Connecticut General Assembly by the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University,<sup>25</sup> we requested MOUs from district personnel. We completed a side-by-side comparison of Connecticut's statute, federal recommendations, a similarly comprehensive MOU policy from our neighboring state of Massachusetts, and national nonprofit organizational recommendations and used these recommendations in combination with those made by CT Voices in past research<sup>26</sup> to create a consensus set of practice criteria by which we assessed each MOU. As rigorous research evaluating the effectiveness of SRO program policy is scarce,<sup>27</sup> these criteria are evidence-informed but not evidence-based best practices.

We report the percentage of MOUs that contain provisions that we group into six categories: SRO training; SRO duties; SRO oversight, hiring, and costs; SRO program data collection and reporting; protecting student rights and diverting young people from the criminal legal system; and MOU accessibility. Throughout this section, we also include shout-outs to MOUs that comprehensively cover the topics we discuss in the aforementioned six categories so that districts updating their MOUs may borrow language and tailor it to better suit the policies utilized within the district. We additionally include shout-outs for MOUs that have language going above and beyond regarding specific topics (for example, the Plymouth School District MOU that spells out which low-level criminal behaviors the district agrees to address through diversion and community services rather than law enforcement intervention, so we gave them a shout out within the section that addresses diversion).

We encourage all districts with SROs to update their MOUs as soon as possible to implement Connecticut's updated statutory mandates as well as the evidence-informed criteria within this report. Students behave better and have higher academic achievement in schools with transparent, predictable, and fair guidelines.<sup>28</sup> This is why schools must publish disciplinary policies within student handbooks and why CT Voices has advocated for many years to make MOUs publically accessible. Additionally, law enforcement agencies have fewer substantiated misconduct allegations and less litigation when their policies are clear and training is appropriate.<sup>29</sup> Implementing the language of CGS § 10-233m and 10-233p make the role and procedures of SROs in schools more transparent for students, school staff, and SROs.



# LITERATURE REVIEW OF GUIDANCE ON RECOMMENDED PRACTICES FOR MOU CONTENTS

We present a summary of the recommendations from the following federal, state, and nonprofit sources in a chart in **Appendix A**. In **Appendix A** we additionally indicate whether we assessed Connecticut’s MOUs for each guideline and provided rationale for guidelines that we chose not to assess.

## FEDERAL GOVERNMENT

### *Department of Justice*

The U.S. Department of Justice provides instructions for MOUs through the Office of Community-Oriented Policing Services (COPS).<sup>30</sup> The COPS Office awards grants for hiring SROs, including in tribal and indigenous communities. In order for school and law enforcement partnerships to receive SRO awards, a signed MOU conforming to the following criteria must be submitted and approved. In addition, MOUs should be publicly available online via both the school district and law enforcement websites.

The COPS Office specifies five required components of MOUs: a statement of purpose, descriptions of partner roles and responsibilities, information sharing processes, supervisory authorities, and signatures; these requirements are followed by two recommendations on training and performance monitoring. The instructions briefly note that the statement of purpose must state which agencies are entering the agreement, the purpose of the partnership, and the effective date of the agreement.

The section on partner roles and responsibilities outlines the Department of Justice’s conception of SROs’ interaction with school communities. The COPS Office requires MOUs to clearly indicate that SROs will not be responsible for requests to resolve routine discipline problems unless misbehavior involves criminal conduct. The section clarifies that this means SROs should not respond to incidents that do not pose any threat to public safety or that would not be considered crimes outside of the school setting. However, in cases in which law enforcement is authorized to intervene, school administrators must agree in the MOU to ensure that staff cooperate with police investigations into any actions related to criminal activity on school property. Finally, this section urges SROs to adhere to the principles of community policing.

On MOU terms regarding information sharing, the Department of Justice incorporates two notable requirements. The first is to emphasize compliance with federal laws governing privacy in educational and health institutions—FERPA and HIPAA, respectively—as schools determine the type and volume of information schools are permitted to share with law enforcement. The second is for MOUs to include a mechanism for school districts to receive feedback regarding SROs’ activities and actions, though the guidelines do not specify who should provide such feedback.

The Department of Justice offers little if any flexibility regarding how supervisory authority for SROs can be structured in MOUs. Their requirements state that, with rare exception, the chain of command for SROs must lead directly from law enforcement executives through their designees.

The section on the final required component of signatures includes a broadly inclusive principle for the drafting of MOUs. The Department of Justice suggests that successful MOUs are often

developed by teams that include students, families, social services, and other community members, in addition to school administrators and law enforcement officials.

Following the section on signatures, the guidelines close with additional recommendations that MOUs specify the pre- and in-service training SROs will receive and the ways in which the program will be monitored on an annual basis. The Department of Justice understands this latter undertaking to include disaggregated data collection on school-based arrests, citations, searches, and referrals to court or youth criminal legal programs, as well as solicited feedback from students and their families. Copies of MOUs should also be provided to SROs on an annual basis for their review and suggestions.



### *Federal Bureau of Investigations*

The Federal Bureau of Investigation (FBI) has published two articles on SROs that provided guidance for YJP’s MOU analysis. The first article focuses on establishing partnerships between families, schools, and police departments. The second article presented targeted strategies for SROs and school communities to build these relationships.

The first FBI article expresses the importance of multi-faceted SRO training.<sup>31</sup> Rather than standard police training being sufficient, the article calls for SROs to receive training from school districts as well. Additionally, the FBI recommends only placing SROs in schools with targeted needs for SROs, and discovering demand through an initial needs assessment survey. These surveys will help police departments identify the needs of a particular school and the scope of assistance required to solve issues. These surveys can help school districts decide if deploying a SRO is truly the best solution to solve the issues the school is facing, or if resources should be used in another way.

The article also stresses the importance of schools and community agencies developing a relationship with the local police department. This can be done through organizing recurring meetings, even if they are only done annually, and establishing a point of contact between schools and police departments. The FBI recommends school personnel and parent involvement in the selection of SROs and continuous assessment of needs. School personnel and parents should also be involved in the process of defining clear distinctions between the handling of disciplinary actions by the school and criminal actions by law enforcement, as well as the grey areas in between.

The second FBI article builds on the first by suggesting more methods SROs and schools can use to develop relationships between the school community and SROs.<sup>32</sup> The article focuses on law enforcement building connections based on mutual trust and respect to identify school safety threats. Students are often the first to know about potential threats, and it is important for them to trust law enforcement so that students will communicate safety needs quickly. Trust and respect can be built by officers greeting students by name, visiting classrooms and lunchrooms, and attending school-based activities (theatre, sports, festivals, clubs, etc.). Overall, the second article emphasizes building trust between officers and students so law enforcement can respond to threats more efficiently and students are comfortable with the presence of police in schools.

## STATE POLICIES

### Massachusetts

It was beyond the capacity of our research team to compare Connecticut's MOUs to the statutes of all 50 states, so for the purposes of this first analysis we chose to focus on our sister state of Massachusetts. In many ways, Massachusetts and Connecticut have similar philosophies that as much as possible, young people should be diverted from the criminal legal system as well as policies and programs to achieve this goal.<sup>33</sup>



Massachusetts has published its own state-level guidance in MGL § 37P regarding what MOUs should look like between SROs and school districts.<sup>34</sup> This law requires a commission of educators, policy makers, and community members to convene and create a model MOU based on the district's educational and school safety goals, subject to approval by the commission's co-chairs and public input from community members. The law instructs the commissioners of schools to share relevant data to the commission and mandates that the commission meet every five years to review the model memorandum. It states that once the model memorandum is complete, it must be made public and the superintendent and chief of police must adopt it but can add further provisions that do not conflict with it. This law seems to prioritize collaboration, transparency, and accountability in its vision for how MOUs will improve relations between SROs and schools.

The statute leaves much to the discretion of the newly formed commission but requires at a minimum that the model memorandum describe:

*(i) the mission statement, goals and objectives of the school resource officer program; (ii) the roles and responsibilities of the school resource officer, the police department and the school; (iii) the process for selecting school resource officers; (iv) the mechanisms to incorporate school resource officers into the school environment, including school safety meetings; (v) information sharing between school resource officers, school staff and other partners; (vi) the organizational structure of the school resource officer program, including supervision of school resource officers and the lines of communication between the school district and police department; (vii) training for school resource officers, including, but not limited to, continuing professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics and any other training required by the municipal police training committee established in section 116 of chapter 6; and (viii) the manner and division of responsibility for collecting and reporting the school-based arrests, citations and court referrals of students to the department of elementary and secondary education in accordance with regulations promulgated by the department.*

*The model memorandum of understanding shall expressly state that school resource officers shall not: (i) serve as school disciplinarians, enforcers of school regulations or in place of licensed school psychologists, psychiatrists or counselors; and (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.*

*When offering guidance on the level of detail with which to outline school resource officers' daily operations, the Massachusetts statute requires that the memorandum describe:*

*(i) the school resource officer uniform;*

*(ii) use of police force, arrest, citation and court referral on school property;*

*(iii) a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;*

*(iv) chain of command, including delineating to whom the school resource officer reports and how school administrators and the school resource officer work together;*

*(v) performance evaluation standards, which shall incorporate monitoring compliance with the memorandum of understanding and use of arrest, citation and police force in school;*

*(vi) protocols for diverting and referring at-risk students to school and community-based supports and providers; and*

*(vii) information sharing between the school resource officer, school staff and parents or guardians.*

The statute requires that at least one SRO be assigned to serve each district, based on who the chief of police believes “would strive to foster an optimal learning environment.” It specifies that the costs associated with the officer be reported and the number of arrests, citations, and court referrals made each year. The statute specifies that the Department of Elementary and Secondary Education should collect data on the number of mental and social-emotional health personnel and the number of SROs and publish a report of the data on its website. The requirements specified in the memorandum reflect the importance of the same principles of collaboration, transparency, and accountability as well as the state’s focus on decreasing instances of violence in schools.

Finally, the statute implies state-level worries concerning biased inputs into the model memorandum-making process. It explicitly states that model memorandums should not be influenced by economic interests and that members of the commission should not receive compensation except for “reimbursement for the reasonable expenses incurred.” Further, it encourages the commission to create procedures to ensure that those impacted directly by certain deliberations do not take part in them.



## NONPROFIT ORGANIZATIONS

### *National Association of School Resource Officers (NASRO)*

The National Association of School Resource Officers (NASRO) is a nonprofit organization comprised of SROs, other law enforcement officers, school administrators, and other school safety personnel. NASRO provides annually updated guidance on the substance of MOU agreements for members of the organization by publishing a sample MOU.<sup>35</sup> The NASRO recommendations typically emphasize the importance of the rule of law and the responsibilities of law enforcement officers. The sample MOU's mission statement describes SRO programs as striving "to hold juveniles responsible for their actions and prevent individual problems from developing into patterns of delinquency." The sample MOU has seven objectives—three involve investigating youth, two involve educating and protecting children, one involves sharing information with schools, and one involves establishing friendly contact between law enforcement and youth.

As most NASRO resources are only available to its paid membership body, the sample MOU we were able to review from 2012 seems to alternate between encouraging law enforcement to step in as school officials when requested and limiting the role of SROs to acting as police officers assigned as uniformed patrol officers. The MOU does not include a graduated response model about the type of conduct that requires SROs to step in during conflict resolution. The MOU attempts to draw a line for when SROs should be involved in discipline, but is ultimately subjective. The sample sees SROs serving in three main roles: public safety educator, mentor/informal counselor, and law enforcement officer.

Despite these seeming inconsistencies, the NASRO additionally publishes position statements to provide guidance on navigating hot-button issues such as SROs' involvement in school discipline. It recommends that all MOUs "prohibit SROs from becoming involved in formal school discipline situations that are the responsibility of school administrators."<sup>36</sup> It further recommends that SROs receive training in restorative practices and that police departments and school administrators

work together to create restorative programs in schools, and provides guidelines to assist in doing so.<sup>37</sup> Finally, NASRO also provides guidance regarding training that SROs should receive over and above traditional police officers and it provides opportunities for training on many of these topics, including basic training on NASRO's Triad Model of school-based policing (law enforcement-mentor-educator), advanced SRO training, adolescent mental health training, school safety and crime prevention, mobile devices and forensics, and training for SRO supervisors and school safety teams.



### *National Prevention Science Coalition*

The National Prevention Science Coalition (NPSC) is an organization promoting youth health and well-being. Their initiatives concerning SROs consist of briefing state and local policymakers on racial disparities in school discipline and youth criminal legal system referrals. Their briefings note that SROs placed in schools with higher levels of social and educational disadvantage engage in more law enforcement-related duties as opposed to education-related duties.<sup>38</sup> In many cases, the presence of SROs in schools with higher levels of social and educational disadvantage led to harsher punishments for minor disciplinary infractions. Because there is often a greater percentage of students of color in schools with higher levels of social and educational disadvantage, these differences in SRO duties and behavior also results in a greater degree of disproportionate referrals of Black and Brown students to the criminal legal system.

NPSC recommends that MOUs clarify the roles of SROs and regularly evaluate their performance to address racial disparities. The scope of responsibility for SROs can be clarified by establishing clear and specific responsibilities, training requirements, and supervision for SROs. MOUs should list clear expectations of SRO priorities and their time commitments for law enforcement, mentorship, and education. These detailed expectations should provide codes of conduct for intervening in school disciplinary incidents. Performance evaluation should be completed using an expressly outlined system for data collection of incidents between students and SROs.

In addition to regularly evaluating SRO performance and establishing clear expectations, SROs should be trained by the school districts on educational and racial issues. Since police academies don't offer extensive training on child development and racial disparities in education, the school districts should address this gap. SROs should be prepared to work with students from all backgrounds in the school setting.

### *Connecticut Voices for Children (CT Voices)*

CT Voices is a research-based advocacy organization working to improve the well-being of Connecticut's children and families, specifically those who have been historically disadvantaged. For over twenty years, we have engaged in research and advocacy to reduce the impact of the criminal legal system on young people. Through our involvement with the Connecticut Justice Alliance (CTJA) and Connecticut's Juvenile Justice Policy and Oversight Committee (JJPOC), we have been an active part of many of Connecticut's most progressive youth justice policy changes.

We celebrate the recent changes made to Connecticut statute and offer additional policy recommendations rooted in quantitative and qualitative research we have conducted over the years. First, our research related specifically to SROs highlights that students have different rights when they set foot onto a school's campus than when they are elsewhere within their communities.<sup>39</sup> In many cases, students and parents are unaware of the differences in their Constitutional rights and may not behave in a way that provides themselves the appropriate levels of legal protection to account for these differences. Thus, we advocate for all schools to provide students and parents with educational reference materials to clarify student rights in schools and for MOUs to include the procedures and legal standards by which SROs will abide specifically related to searches, questioning, use of force, restraint, and arrests.

Second, we advocate that the criminal legal system should utilize current research on child and adolescent development to inform whether it is appropriate for young people of a certain age to be held accountable through the criminal legal system and what services and programs are most appropriate for young people. We advocate that young people under the age of 12 are not developmentally able to understand criminal legal system proceedings and that when children

of this age engage in very serious behaviors, it is more appropriate to address their behaviors outside of the criminal legal system through wraparound community resources.<sup>40</sup>

Third, although chemical and electric weapons are “less lethal” than firearms when utilized to respond during a violent or crisis situation, they can have lasting and sometimes lethal impacts on children and adolescents whose bodies are still developing. Thus, we engage in advocacy to eliminate the use of chemical agents in carceral facilities serving young people.<sup>41</sup> Although the current policy discussion revolves around use of chemical agents in carceral facilities, many SROs in Connecticut carry chemical agents such as pepper spray and electrical weapons like Tasers as part of their issued uniforms. Given Connecticut’s current policy context, we thought it prudent to examine whether MOUs had policies related to the use of these “less lethal” weapons on children and adolescents.

Finally, through our work as members of the CTJA and JJPOC, we have long championed providing resources to diversionary programs and policies to keep young people from entering the criminal legal system in the first place. SROs should understand the variety of diversionary interventions in their communities and within their policing toolbox, and MOUs should clarify that it is in the best interest of young people and their communities for SROs to utilize these tools to the greatest extent possible.



## METHODS

The Yale Law School Youth Justice Project (YJP) and CT Voices collaborated to conduct this research in stages.

YJP researchers utilized past research by CT Voices to inform them regarding credible sources that provide guidelines for MOUs. In addition to utilizing Connecticut's statutory mandates, YJP examined federal guidelines for MOUs, guidelines provided in the statute of a regionally similar state known for having an exemplary statute (Massachusetts), guidelines provided by a national organization representing the interests of SROs and school administrators (NASRO), and guidelines provided by a national organization representing the interests of students who are often most impacted by SROs (NPSC). Given that we have not previously seen a model for analyzing the qualitative contents of a wide range of MOUs, we utilized this broad approach as a first step toward understanding the strengths and areas of need amongst Connecticut's many MOUs. We display criteria we obtained from these sources in **Appendix A**.

Throughout this report we utilize the term “guidelines” and “recommendations” rather than “best practices” in recognition of our broad-strokes approach. Given the exploratory nature of this analysis, we primarily examine whether MOUs comply with the various guidelines or not and report the percent of MOUs that include each type of information. We recommend that future research utilize a deep approach such as a 50-state policy analysis or deep-dive into academic and think-tank research to further hone recommendations for the best possible policies to include related to each aspect of MOUs. To provide a simplified example of what we mean by this, instead of just examining whether MOUs describe an officer's uniform or not, future research could examine the best possible uniform for SROs and provide language to help districts integrate that policy.

We compiled the recommendations from these various sources (CGA, U.S. DOJ-COPS, FBI, MGL, NASRO, NPSC, and CT Voices) into one evaluation document and combined similar guidelines where appropriate. These criteria can be seen in **Appendix A**. Because this is an exploratory analysis in which we did not have an a priori hypothesis, we simplified the presentation of these guidelines into categories based upon content similarity and the frequency in which certain provisions were raised. In general, the categories highlighted frequently recurring provisions in the MOUs and State law requirements that point to compliance/non-compliance. The categories through which we present our data include questions grouped across six themes: training; duties; oversight, hiring, and costs; data collection and reporting; protection of students' rights and diversion; and MOU accessibility.

YJP identified a report written in 2022 by the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University (WCSU) for the Connecticut General Assembly that listed 91 school districts as having SROs.<sup>42</sup> They searched the websites of these public school districts and boards of education for MOUs. When YJP students could not locate the MOUs online, they emailed district leaders from the Boards of Education, Offices of the Superintendent of Schools, and Police Departments. YJP and CT Voices removed two school districts listed within the Western Connecticut State University report (Norwich Free Academy District and Side by Side Charter School District) from this analysis so as to be more consistent with previous CT Voices work on SROs, which focused on public school districts rather than charter and private school districts. One public school district (East Hampton Public School District) responded back to the YJP email request indicating that they no longer have SROs present in their schools. This left 88 districts included in our analysis.



Additionally, the 2020-2021 Civil Rights Data Collection (CRDC),<sup>43</sup> was released after YJP began their work. CT Voices has utilized the CRDC to identify schools employing SROs in our past analyses. This is the most recent year of CRDC data, and it reported 76 public school districts reporting law enforcement officers as present in their schools. Nine of the districts listed in the 2020-2021 CRDC were not included in the WCSU report. For the additional nine public school districts that YJP had not already contacted, CT Voices researchers searched the school district websites of those districts for the MOUs and then emailed district leaders. In summary, we searched for and/or reached out requesting MOUs from all public school districts listed as having SROs in schools within the 2022 WCSU report as well as districts listed in the 2020-2021 CRDC that were not already listed in the WCSU report. A list of these 97 districts can be found in **Appendix B**.

Despite searching online and emailing leaders in each of these 97 districts, we only obtained 49 MOUs. The list of MOUs that we did and did not obtain through searching for MOUs online and emailing leaders can be found in **Appendix B**. It is important to note that while we anticipated that 97 districts should have MOUs, this is a rough estimate given the age of the databases we utilized and the fact that the 48 districts we list as not having obtained an MOU did not reply to our email requests stating that they do have an MOU and chose not to send it, do not have an MOU, or do not have SROs. Therefore, without additional information, we cannot be entirely certain that these districts should have an MOU.

YJP researchers analyzed the MOUs to measure how well the MOUs complied with Connecticut statute and the consensus criteria derived from their broad-strokes literature search. YJP researchers each looked at individual MOUs and coded the MOUs according to the survey questions, and they compiled their findings and recommendations within a policy memo drafted for CT Voices. CT Voices researchers then verified the data by examining MOUs for each survey question to ensure that coding was consistent across districts. In some instances, CT Voices researchers updated YJP data accordingly and crafted additional policy and practice recommendations.

## RESULTS

We were only able to obtain and review 49 of the 97 anticipated MOUs (51% of public school districts reported as employing law enforcement officers) between school districts and police departments (**Appendix B**). In all of our data reported below, percentages refer to the number of MOUs with a provision divided by the 49 MOUs reviewed.



### SRO TRAINING

To assess training guidelines across school districts, we analyzed MOUs according to the following questions:

- Does the MOU require SROs to have training before interacting with students?
- Describe any requirements associated with the training.
- In addition to SRO-specific training, does the MOU require SROs to complete a separate training that is given to all school employees and relates to social-emotional learning and restorative practices?
- After the SRO has been hired, does the MOU require the SRO to attend annual training in school safety topics, including crisis planning, active threat response, and adolescent mental health?

Most MOUs that we reviewed did not include information about training for SROs. Three school districts (6%) include information about required annual school safety training, 18 about social-emotional and restorative practices training (37%), 12 school districts (24%) mandate additional types of training related specifically to serving children and adolescents, and while 37 require training specific to the MOU/SRO position (76%), only nine require training specific to the MOU/SRO position before interacting with students (18%).

#### *MOUs should specify timelines and topics for training on school safety*

The NASRO recommend that SROs receive annual school safety training.<sup>44</sup> The MOUs of all but three school districts (94%) lack requirements for annual training on school safety topics. No districts provide timelines for when school safety training will occur, and none specify the safety topics that will be covered. The MOU for Regional School District 13 provides an example of how to clarify training expectations and sources of the training within the MOU. This language stands in contrast to districts whose MOUs include vague provisions such as merely mentioning “annual training...as required”<sup>45</sup> or “periodic training...regarding topics determined by [the school district].”<sup>46</sup>

#### *MOUs have clearer training expectations regarding social-emotional learning and restorative practices*

Connecticut State statute<sup>47</sup> states that MOUs must include a provision requiring SROs to complete social-emotional learning and restorative practices training. Eighteen school districts (37%) explicitly require SROs to complete this training. The language in the MOUs that require this training is fairly consistent. These MOUs state that SROs shall complete training related to social-emotional learning and restorative practices, and many cite the relevant statute.

### *More schools should mandate SRO-specific training before student interactions*

Thirty-seven MOUs require training specific to the MOU/SRO position (76%), but only nine school districts (18%) mandate that SROs have at least one MOU/SRO-specific training before they may interact with students as is recommended by the U.S. Department of Justice COPS Office.<sup>48</sup> An additional handful of districts permit, rather than require, trainings specifically for SROs. To clarify and tighten requirements, districts with vague training requirements should look to those that mandate training on a gamut of topics relevant for SROs.

One potentially under-utilized resource is the NASRO. As discussed earlier, NASRO trains SROs on the “triad” concept of school-based policing, which places SROs in three roles: public safety educator, mentor/informal counselor, and law enforcement officer. Requiring SROs that serve in roles as public safety educator and mentors/information counselors to attend this training may benefit school districts.

#### **MOU TRAINING SHOUT-OUT:**

The Newington School District<sup>49</sup> includes language regarding training that works to provide SROs with comprehensive SRO-specific and school-safety related training before SROs interact with children. The MOU says, “The Department agrees to fund and provide all required, as well as advanced, ongoing training to ensure SROs are current in best law enforcement practices. Whenever possible, such training will take place when school is not in session....The SRO Program shall utilize the SRO Triad concept as set forth by the National Association of School Resource Officers (“NASRO”), which is attached hereto and incorporated herein by reference. Every effort will be made to send the SRO through this training either prior to or shortly after assuming the position....SROs will complete training specifically related to social emotional learning and restorative practices and physical restraint and seclusion that is provided to certified employees of the Board, as well as any additional trainings identified by the Board. The Board and/or District shall provide training specifically related to social-emotional learning, restorative practices, and physical restraint and seclusion that is provided to certified employees of the school.”



*SROs should receive training specific to the children and adolescents they serve*

The FBI recommends that SROs receive multi-faceted training on topics related to children and adolescents and school safety.<sup>50</sup> The MOUs of 12 school districts (24%) include training for SROs that applies specifically to various ways to interact with children and adolescents. These additional training requirements range from restraining students to special education law to chronic trauma exposure.



## MOU TRAINING SHOUT-OUT:

The Hamden School District<sup>51</sup> includes language ensuring that SROs and school staff are trained on the contents of the MOU and that SROs have training to support a safe school environment and the needs of the children and youth attending the school. The MOU says, “The Police Department and the Public Schools agree to provide their respective employees with training relative to this agreement and its purposes. The parties agree to maintain regular and open communication to evaluate the effectiveness of this agreement and suggest improvement or adjustments that may be necessary....The School Resource Officers shall receive the necessary support and training by the Hamden Police Department to ensure a safe school environment while respecting the rights of students and improving the overall school climate. In addition to current Police Training (see attached) SROs are required to attend LGBTQ training, Autism Training, DEI Training, & Trauma-Informed Police Training Triennially to be provided by the Hamden Police Department.”



## SRO DUTIES

To assess guidelines pertaining to duties across school districts, we analyzed MOUs according to the following questions:

- Does the MOU include a mission statement defining the overarching purpose of the SRO program, e.g., to promote school safety and improve the educational environment?
- Does the MOU generally outline the SRO's duties?
- Does the MOU provide a description of the roles and responsibilities of all parties entering into the MOU?
- What type of duties has the school assigned the SRO?
- Does the MOU include a mechanism for integrating SROs into the school environment?
- Does the MOU describe the SRO uniform?
- Does the MOU include a graduated response model for student discipline?
- Does the MOU discourage or prohibit the SRO from engaging in exclusionary discipline?
- Does the MOU clarify what the SRO is *not* present to do (e.g., enforce school disciplinary policies)?
- Does the MOU include provisions specifying an officer's duties *specifically* concerning the restraint of students and related restraint procedures?
- Does the MOU include provisions specifying an officer's duties and procedures concerning the use of firearms?
- Does the MOU include provisions specifying an officer's duties and procedures concerning the use of chemical agents and Tasers?
- Does the MOU include provisions specifying an officer's duties and procedures concerning school-based arrests?
- Does the MOU include provisions specifying an officer's duties and procedures for reporting any investigations and behavioral interventions pursuant to section 73 of Public Act No. 23-167?

The United States Department of Justice COPS Office requires that in order for districts to receive a COPS grant to fund the SRO program,<sup>52</sup> the MOU must include a mission statement defining the overarching purpose of the SRO program. Overwhelmingly Connecticut's MOUs include such a mission statement (42 MOUs, 86%).

Connecticut State statute further requires that MOUs specify the duties of the SROs,<sup>53</sup> and the COPS Office requires that MOUs define the roles and responsibilities of *all* parties entering into the MOU agreement.<sup>54</sup> In general, all MOUs described the duties of the SRO, and nine-tenths (43 MOUs, 88%) described the roles and responsibilities of all parties entering into the agreement. Because Connecticut State mandates that MOUs should have graduated response models for student discipline, and these response models dictate who is responsible for responding to certain types of behaviors, we interpreted the inclusion of these models as a method of describing the roles and responsibilities of schools versus police. Where MOUs did not provide descriptions of

the roles and responsibilities of all parties, they erred toward providing descriptions of SRO and police department duties and neglecting to provide details on school district administrative roles and responsibilities.

Every MOU mentions the law enforcement duties of the officer, but only 13 of the MOUs (27%) limit the duties of the SRO to law enforcement. Massachusetts State statute requires that MOUs include a mechanism for integrating the SRO into the school,<sup>55</sup> which we interpret as involving SROs in interactions with students and/or school staff beyond engaging in disciplinary law enforcement actions. Given that most MOUs in Connecticut give SROs duties beyond those of typical law enforcement officials, outlining what these additional duties are sheds light on the mechanism by which schools integrate SROs into their environment. Forty-one MOUs (84%) include language that clarifies how SROs will be integrated into the school environment; those that do not primarily assign SROs only law enforcement duties. Additionally, Massachusetts State statute requires that MOUs describe the uniform that SROs will wear, ostensibly to help visually signal the presence of law enforcement officials. In Connecticut, 22 MOUs (45%) provide a description of SROs' uniforms, and an additional eight MOUs (16%) include vague language stating that SROs will wear a uniform but not describing the uniform.

The U.S. Department of Justice COPS Office, Massachusetts State statute, and NASRO all include language dictating that SROs should not engage in matters of discipline that does not rise to the level of a criminal offense. Two-thirds of the MOUs we reviewed (32 MOUs, 65%) prohibit or discourage the SRO from engaging in school discipline.



## MOU TRAINING SHOUT-OUT:

The Hamden Public School District MOU<sup>56</sup> thoroughly addresses the topics discussed including: mission statement, duties of the SRO, roles and responsibilities of all parties involved, mechanism for integrating the SRO into the school environment, description of the SRO uniform, and a prohibition from engaging in school discipline. It says, “The purpose of this document is to set forth guidelines to ensure that law enforcement, school officials, and the communities they serve, have a shared understanding of the goals of the School Resource Officer Program.

The School Resource Officer (“SRO”) Program involves the placement of a law enforcement officer within the education environment. The SRO is an employee of the Police Department assigned by the Police Department to serve as liaison between the school community and the Police Department and to support the school administration and staff in maintaining a safe and positive school environment. Any individual hired as the SRO shall be a sworn police officer....

### *Duties and Responsibilities of School Resource Officer*

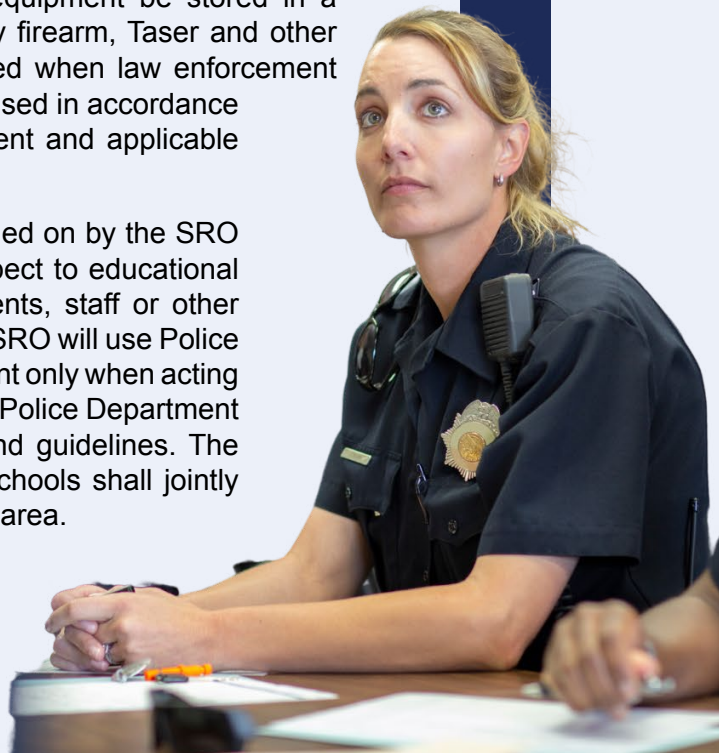
- The SRO has no role in ordinary school discipline or enforcement of school rules, although a SRO may provide assistance to school personnel at the request of a school administrator.
- **Law enforcement intervention:** Law enforcement intervention shall only be taken when classroom, school and community options have been found ineffective, or deemed appropriate by the school administration, or in cases of emergency. Involvement of the SROs shall not necessarily mean arrest or referral to court. This intervention is managed

by the police. Police intervention shall only occur in cases where student behavior is in violation of criminal law, but only after classroom, school, administration and assessment and service interventions have been attempted. Law enforcement options may include verbal warning; conference with student, family, teachers, and/or others; referral to JRB and/or community agencies.

- The SROs will bring to the attention of the school administration and assist in development and implementation of plans and strategies to prevent and/or minimize dangerous situations on or near the school campus or at school activities. SROs will respond to external threats and trespassers as directed by the Administration.
- The SROs will present topics to students on various law enforcement, prevention, and safety issues as requested by the Superintendent or designee;...
- The SROs shall be available for flexible scheduling to reasonably accommodate designated after school and evening school activities whenever possible within the context of the prevailing Police Union's labor agreement;....

#### *Uniform and Equipment of School Resource Officer*

- SROs will wear their approved, alternative uniform of HPD Bicycle Polo shirt, with appropriate logos and name badges depending on the type of school activity and program and/or request of the school or Police department. It is understood that SROs will carry their approved duty firearm, Taser and other departmental issued equipment. SROs should not wear full tactical gear on a daily basis but should wear easily identifiable law enforcement clothing. The Chief of Police and Superintendent shall jointly set expectations and resolve any disputes in this area.
- The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with police protocols. In no event shall such equipment be stored in a school building or on school grounds. Such duty firearm, Taser and other Department issued equipment shall only be used when law enforcement intervention is necessary and then shall only be used in accordance with the policies and standards of the Department and applicable law.
- Body-worn recording equipment shall not be turned on by the SRO while acting in the capacity of an SRO with respect to educational responsibilities or typical interactions with students, staff or other members of the public in the School District. The SRO will use Police Department issued body-worn recording equipment only when acting in a law enforcement capacity and as required by Police Department policy and in accordance with applicable law and guidelines. The Police Department and the Superintendent of Schools shall jointly set expectations and resolve any disputes in this area.



### *Duties of the Public Schools*

The Public Schools shall provide the SROs the following materials and facilities which are deemed necessary to the performance of the SROs.

- A desk with drawers, a chair and filing cabinet.
- Access to a computer terminal or computer hookup.
- Access to Public School records management system including access to inspect and copy public records maintained by the school to the extent allowed by law.
- Upon request and consideration by the school administration, SROs shall have access to student record information in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g.”

## **MOU DUTIES ‘INTEGRATING THE SRO INTO THE COMMUNITY’ SHOUT-OUT:**



They Plymouth Public School District MOU<sup>57</sup> has an especially strong section addressing how SROs will be integrated into the school community, and we lift up this language as a model for the state. It says, “INTEGRATING THE SROs. The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO’s background and experience, the SRO’s role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO’s work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings, as appropriate. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney’s Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for school support staffing, such as hall monitor, substitute teacher, or cafeteria duty, etc.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program (“IEP”) under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act (“504 Plan”). School personnel,

in their sole discretion, shall determine whether to notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents. The SRO shall participate in any District and school-based emergency management planning.

The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g).”

Six MOUs (12%), however, include language about an SRO’s engagement in school discipline that is unclear in that it either needs further definition (for example, “The SRO will not be involved in *ordinary* school discipline...,”<sup>58</sup> italics inserted by CT Voices for emphasis) or because it includes clauses that may be read as contradictory (for example, “The SRO shall assist school officials with the enforcement of BOE policies and procedures regarding school conduct” *and* “SROs should not act as school disciplinarians or impose any punishments on students for violations of school rules or policy.”<sup>59</sup>) Language that does not specify what school discipline counts as ordinary and what school discipline is extraordinary enough to warrant SRO involvement and language that mandates SROs be involved in contradictory tasks places both students *and* SROs at risk of unfair discipline.

Connecticut State statute mandates that MOUs must have graduated response models for responding to problematic student behavior, and these models are intended to provide clear examples of behaviors that merit ordinary school discipline versus behaviors that merit law enforcement intervention. A well-crafted graduated response model steps through which forms of behavior teachers, administrators, school/community support teams, and police are expected to address, along with the appropriate disciplinary actions for each group. While graduated response models greatly improve the clarity and transparency of MOUs, only 30 MOUs (61%) include said models.

## MOU DUTIES ‘GRADUATED RESPONSE MODEL’ SHOUT-OUT:

The East Hartford Public Schools MOU<sup>60</sup> includes a graduated response model in the form of a table (see **Figure A**) that specifies the types of student behaviors that fall into each level of the model, the persons involved in implementing an intervention, the types of interventions, and appropriate consequences for each level of the model.



**FIGURE A. EAST HARTFORD PUBLIC SCHOOLS GRADUATED RESPONSE MODEL.**

<b>Graduated Response Model</b>				
	<b>Level 1: Low-Level Rules Violations &amp; Offensive Behaviors</b>	<b>Level 2: Chronic Violations &amp; Disruptive Behaviors</b>	<b>Level 3: Serious Disruptive Behaviors &amp; Safety Concerns</b>	<b>Level 4: Significantly Disruptive Behaviors</b>
<b>Types of Behaviors</b>	<ul style="list-style-type: none"> <li>• Disruptive Behavior</li> <li>• Insubordination/Defiance</li> <li>• Inappropriate Attire</li> <li>• Inappropriate Displays of Affection</li> <li>• Horseplay</li> <li>• Tardiness</li> <li>• Cutting Teacher Detention</li> <li>• Forgery/Lying</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Level 1 Offences (documented)</li> <li>• Chronic disruptive behavior (documented)</li> <li>• Gross Insubordination</li> <li>• Abusive Language directed at Staff</li> <li>• Chronic Tardiness</li> <li>• Cutting Administrative Detention</li> <li>• Cutting Class</li> <li>• Leaving School Grounds</li> <li>• Harassment</li> <li>• Truancy</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Level 2 Offences</li> <li>• Bullying</li> <li>• Fighting/assault</li> <li>• Smoking</li> <li>• Theft</li> <li>• Threats/Intimidation</li> <li>• Vandalism</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol/Drugs</li> <li>• Weapon Possession</li> <li>• Assault Resulting in Injury</li> <li>• Action Resulting in Lockdown or Evacuation of Classroom of Building</li> <li>• Inciting a Riot</li> <li>• Multiple Level 3 Offences</li> <li>• Other</li> </ul>
<b>Persons Involved in Intervention</b>	<ul style="list-style-type: none"> <li>• Teacher/Team Leader</li> <li>• Parent(s)/Guardian(s)</li> <li>• Academic Resource Center Coordinator</li> </ul>	<u>All Previous Persons Involved plus:</u> <ul style="list-style-type: none"> <li>• Guidance Counselor</li> <li>• School Social Worker</li> <li>• Administrator</li> <li>• Community Agencies (Youth Services)</li> <li>• Student Support Team</li> </ul>	<u>All Previous Persons Involved plus:</u> <ul style="list-style-type: none"> <li>• Juvenile Review Board (JRB)</li> <li>• School Resource Officer (SRO)</li> </ul>	<u>ALL</u>
<b>Progressive Intervention Options</b>	<p><b>Classroom Level:</b></p> <ul style="list-style-type: none"> <li>• Redirection</li> <li>• Alternate setting</li> <li>• De-escalation strategy</li> <li>• Parent Contact</li> <li>• Student/Teacher conference</li> <li>• Referrals to student support personnel</li> </ul> <p><b>Support Team Engagement:</b></p> <ul style="list-style-type: none"> <li>• File review</li> <li>• Mediation</li> <li>• Behavior Plan</li> <li>• Behavioral Plan/Contracts/ BIP/FBA</li> <li>• Data Collection on interventions and their effectiveness</li> </ul>	<u>All Previous Level Interventions plus:</u> <ul style="list-style-type: none"> <li>• Review of previous interventions 1 to 1 counseling</li> <li>• Parent/Team conference and other parties (guidance counselor, school social worker, etc.) as deemed necessary</li> <li>• Mentoring program</li> <li>• School/Community Service</li> <li>• Referral to Attendance Review Board</li> <li>• Referral to Youth Services</li> </ul>	<u>All Previous Level Interventions plus:</u> <ul style="list-style-type: none"> <li>• Review of previous interventions</li> <li>• Referral to Substance Intervention Program</li> <li>• Referral to Restitution/Community Service Program</li> <li>• Law Enforcement Referral to Diversionary Program</li> <li>• Law Enforcement Mentoring</li> <li>• Law Enforcement ticket/ fine</li> </ul>	<u>ALL</u>
<b>Potential Consequence Options</b>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Written warning</li> <li>• Loss of privileges/Restricted activity</li> <li>• Designated "Time Out" area</li> <li>• Lunch detention</li> <li>• Teacher detention</li> <li>• Administrative detention</li> </ul>	<u>All Previous Level Discipline plus:</u> <ul style="list-style-type: none"> <li>• Review of previous discipline</li> <li>• Saturday Detention</li> <li>• Behavior Intervention or Reflection room</li> <li>• In School Suspension</li> </ul>	<u>All Previous Level Discipline plus:</u> <ul style="list-style-type: none"> <li>• Review of previous discipline</li> <li>• Outside School Suspension</li> <li>• Referral to JRB</li> <li>• Expulsion referral</li> <li>• Referral to SRO</li> </ul>	<u>All Previous Level Discipline plus:</u> <ul style="list-style-type: none"> <li>• Review of previous discipline</li> <li>• Arrest</li> <li>• Expulsion</li> </ul>
<p>*** This Graduated Response Model should be used as a guide to support positive student decision making. Please note, that the options in this chart may be modified based on the context and specific needs of the student.</p>				

*Few MOUs provide details about SRO duties as they pertain to restraint, use of firearms, use of chemical agents and Tasers, arrests, and the reporting of investigations and behavioral interventions*

The vast majority of the documents provided few details on the scope of SRO duties as they pertain to the most sensitive aspects of a police officer's presence in a school setting: restraint and use of force, firearms and other weapons, arrest, and behavioral interventions.

Connecticut law prohibits the use of restraint of students except in emergency situations, and in all cases it prohibits the use of physical restraints that restrict a student's ability to breathe and prone restraint.<sup>61</sup> However, CGS § 10-236b applies to "school employees," and although the definition of "school employees" is inclusive of individuals who "provides services to or on behalf of students... pursuant to a contract with the local or regional board of education," given that many MOUs specify that SROs are employees of a police department and subject to the administration and control of the police department, it is unclear whether this statute applies to SROs.<sup>62</sup> Further, although Connecticut law prohibits the use of mechanical restraints except as medically proscribed, it does not guide the use of forensic restraints such as handcuffs or chemical restraints such as pepper spray. Use of forensic restraints can result in long-term trauma responses in young people,<sup>63</sup> and use of chemical restraints may result in brain damage or even death if a young person has asthma or an allergy.<sup>64</sup> Therefore, it is important for MOUs to clarify procedures pertaining to restraining students and use of forensic restraints and chemical restraints on students. Just a third of the MOUs specify the duties of the officer concerning the restraint of students (16 MOUs, 33%).

As law enforcement professionals, SROs in Connecticut are legally allowed to carry firearms and other weapons such as Tasers, pepper spray, and batons. Three MOUs (6%) specified that officers will carry forms of pepper spray, ten MOUs (20%) specified that officers will carry Tasers, and many others leave open the possibility that officers could carry forms of chemical or electrical restraints by stating that officers will carry "firearms and other police department issued equipment."<sup>65</sup> Only Enfield's MOU and Waterbury's MOU include policies and procedures outlining how and when officers utilize pepper spray and Tasers.<sup>66</sup>

Only 17 MOUs (35%) specify an officer's duties concerning the use of firearms, but 21 MOUs (43%) include some information about carrying firearms and other weapons. Many MOUs simply state that the officer will follow department policy regarding the use of firearms.

We could not locate any "best practice" guidelines regarding law enforcement carrying weapons in schools, and the public discourse surrounding police carrying weapons in schools is fraught. While some advocate for increasing the number of adults with firearms as a school safety measure,<sup>67</sup> others advocate that removing firearms from schools altogether is the right policy for improving school safety.<sup>68</sup> Indeed, we would be remiss if we did not raise that even lawfully carried and regulated firearms may pose safety concerns in schools. Nationally between 2014 and 2021, there have been 11 instances of law enforcement officer and security guard firearms unintentionally discharging in schools, five instances of firearms possessed by law enforcement officers and security guards being mishandled during discipline, and an instance in which a school resource officer shot and killed himself at school; not all of these incidents resulted in injury or death, but some did.<sup>69</sup>

Forty MOUs examined (82%) contained some reference to a procedure for school-based arrests as is required under CGA §10-233m.

2023 Connecticut statutory language requires MOUs to discuss procedures for reporting investigations and behavioral interventions.<sup>70</sup> Nineteen MOUs (39%) contain some language that

helps to define and guide SROs in reporting investigations, and 31 MOUs (63%) contain some language that helps to define and guide SROs in reporting behavioral interventions. Because the statutory language intended to increase transparency regarding police activity and actions in schools, we only included MOUs with concrete language about investigations, investigating, or investigative reports in our count. We did not include MOUs with general language about following police department policy or police department general orders unless such policies or general orders were included in the MOUs as an appendix. Many police departments do not post this information in a publicly accessible format; thus, for the purposes of this project, we assert that references to police department policy or general orders may not meet the intent of the statutory language.



## MOU DUTIES SHOUT-OUT:

Guilford Public Schools includes plain-language related to police investigation and questioning, school-based arrest procedures, use of force/physical restraint, use of firearms, use of less lethal force, and use of deadly force. It says: “Except when necessary to minimize or prevent the loss of life or risk thereto, and in accordance with the goal of maintaining an educational environment, the SRO will notify and consult with the school principal or his/her designee, when practicable, prior to taking police action including the stopping, questioning, and interviewing of any school student. The investigation and questioning of students during school hours or at school events by the SRO will be limited to situations where the investigation is related to the school and the Superintendent or designee has asked for SRO involvement....Investigations and questioning of students for offenses not related to the operation of or occurring at the school would occur in such situations where, for example, delay might result in danger to any person or destruction of evidence. The principal should be notified as soon as practical of any significant enforcement events.

School Resource Officers are expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the Principal for action. Any questions related to the enforcement of rules versus law within the school should be discussed with the Principal. This specifically applies to general standards of conduct. To reduce the possibility of injury to students and others in the school building, the SRO shall only make school-based arrests when delaying arrest until a time when the alleged perpetrator is not within the school building or at a school-sponsored activity will endanger the public. The SRO, when making a school-based arrest, shall do so in a manner calculated to minimize disruption and the possibility of injury to the arrestee and to any other person present in the school building. In the extraordinary situation where an arrest is necessary, then whenever possible, students should be taken into custody out of sight and sound of other students.

The following procedures will be adhered to prior to the arrest of any student or employee:

1. In accordance with the parameters set forth above, the arrest of a student or employee of the school on school property with a warrant should be coordinated through the Principal if the option to serve an arrest warrant cannot be accomplished elsewhere if practical.

2. Persons whose presence on school grounds has been restricted or forbidden or whose presence is in violation of law may be arrested for trespassing at the discretion of the officer in consultation with school officials.
3. Arrest of students or staff during school hours or on school grounds will be reported to the Principal as soon as practical.

Any use of force by a School Resource Officer will be guided by the State of Connecticut's Use of Force Model Policy. The use of force by a School Resource Officer shall be necessary, reasonable and proportionate to the threat encountered. Physical force may only be used to achieve a lawful purpose. Before resorting to physical force and whenever safe and feasible, SROs should first make reasonable attempts to gain compliance through verbal commands and de-escalation techniques, allowing appropriate time under the circumstances for voluntary compliance. The SRO shall use physical force/restraint on a student only as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the physical force/restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. Whenever an SRO applies physical force/restraint to a student it shall be limited to the least restrictive and least likely to cause harm to the student while still preventing the student from causing harm to him or herself or any other person in the school.

When necessary and reasonable, an officer may use proportionate physical force to:

- Gain control of a subject who poses an imminent risk to the officer, themselves, or a third person.
- Effect an arrest of a person whom the officer reasonably believes to have committed an offense unless the officer knows the arrest is not authorized.
- Effect an arrest pursuant to a warrant unless the officer knows the arrest warrant is invalid.
- Prevent the escape from custody of a person unless the officer knows the custody is not authorized.
- Gain compliance to a lawful order.

Before deciding to use physical force, an officer should consider the following:

- The immediacy of the threat
- The nature and severity of the crime or circumstances
- The nature and duration of actions taken by the subject
- Whether the subject is actively resisting custody
- Whether the subject is attempting to evade arrest by flight
- The number of subjects in comparison to the number of officers
- The size and condition of the subject in comparison to the officer
- The age, health, and condition of the subject
- The subject's violent history, if known
- The presence of a hostile crowd or agitators
- Whether the subject is under the influence of drugs or alcohol to the extent it would affect their tolerance towards pain



**Connecticut’s Use of Force Model Policy.** The discharge of a firearm by a School Resource Officer in any setting other than a training or testing exercise, or to dispatch an animal, shall be considered a use of deadly force. The discharge of a firearm against another person should be considered a last resort. The discharge of a firearm is prohibited:

- When, in the professional judgment of the officer, doing so will unnecessarily endanger an innocent person.
- In the defense of property.
- To summon assistance, except in an emergency and no other reasonable means is available.
- When fired as a warning shot.
- When fired at or into a moving or fleeing vehicle, except:
  - To counter an imminent threat of death or serious physical injury from an occupant by means other than the vehicle.
  - When a driver is intentionally placing others in the vehicle’s path causing an imminent risk of serious injury, such as driving into a crowd of assembled persons or into an occupied area not intended for vehicular traffic.
  - When an officer is unavoidably in the path of a vehicle and cannot move to safety. Officers are strongly discouraged from positioning themselves in the actual or potential path of travel of any vehicle.

A School Resource Officer may use less lethal force when reasonable and necessary to overcome the use or imminent use of force against an officer or a third person. The level of less lethal force used must be proportionate to the threat, perceived or existing. Less lethal force may not be used against any person engaged in passive resistance.



Deadly force must be used as a last resort. Any use of deadly force must be reasonable and necessary. When feasible and consistent with personal safety, an officer shall give warning of his or her intent to use deadly physical force. A School Resource Officer is justified in using deadly force upon another person only when his or her actions are objectively reasonable under the given circumstances at that time and the officer reasonably believes the use of deadly force is necessary to:

1. Defend himself or herself or another person from the use or imminent use of deadly physical force, or
2. Effect an arrest of a person if the following circumstances exist:
  - The officer reasonably believes the person has committed or attempted to commit a felony that involved the infliction of serious physical injury and
  - The officer has determined there are no available reasonable alternatives to the use of deadly force and
  - The officer believes that the use of deadly force creates no unreasonable risk of injury to any other person.
3. Prevent the escape of a person if the following circumstances exist:
  - The officer reasonably believes the person has committed a felony that involved the infliction of serious physical injury and poses a significant threat of death or serious physical injury to others.
  - The officer has determined there are no available reasonable alternatives to the use of deadly force.
  - The officer believes that the use of deadly force creates no unreasonable risk of injury to any other persons.
  - Deadly force may not be used against any person for the purpose of protecting property.
  - Deadly force may not be used against any person who poses a threat only to themselves.<sup>71</sup>

## MOU DUTIES SHOUT-OUT:

In August of 2024, Waterbury Public Schools updated their MOU<sup>72</sup> to include a comprehensive use of force policy that addresses the use of restraint, firearms, school-based arrests, reporting investigations and behavioral interventions, and use of less lethal weapons such as Tasers. Much of this information is included in a comprehensive appendix that outlines Waterbury Police Department policies. For the sake of this paper, we do not include language from the appendices, but we do encourage boards of education to consider including appendices such as those seen in the Waterbury MOU (and also the Enfield MOU) that make the police department policies and procedures referenced within MOUs much more transparent. Waterbury’s MOU says,



**“Use of Restraint.** No SRO shall use physical restraint, unless as described in Police Department Policy and must effectuate such restraint in accordance with Police Department procedure, attached hereto as Appendix A and contained herein. Any use of force by an SRO to restrain any student must be the least amount necessary to detain the student, reasonable in light of the totality of the circumstances, and in compliance with Police Policy and applicable laws.

**Use of Firearms.** SROs may wear a sidearm authorized by the Police Department in accordance with Police Department policy. Such weapon shall only be used when law enforcement intervention is necessary, and only in accordance with Police Department procedure attached hereto as Appendix A and contained herein.

**School Based Arrests.** Should an SRO need to take a student into custody or make a school-based arrest, they shall follow Police Department Protocol attached hereto as Appendix B and contained herein. Reasonable efforts must be made to avoid effectuating such arrest on School District property or during school hours. Whenever possible and except in the event of an emergency, students should be taken into custody out of sight and sound of other students.

**Reporting Investigations or Behavioral Interventions.** An SRO shall submit to the Chief of Police a report for each investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime conducted by such SRO in the SRO’s assigned school. Such report shall be submitted to the Chief of Police within five (5) school days after conducting such investigation or behavioral intervention. On a monthly basis, the Chief of Police shall compile and provide to the Superintendent of Schools all reports completed by School District SROs during the prior month. In the event there were no report is completed by School District SROs during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing.





## SRO OVERSIGHT, HIRING, AND COSTS

To assess guidelines pertaining to oversight, hiring, and costs across school districts, we analyzed MOUs according to the following questions:

- Does the MOU describe how SRO program costs are provided?
- Does the MOU specify criteria for selecting and hiring the SRO?
- Does the MOU provide an opportunity for the school and/or community to provide input in the selection of the SRO?
- Does the MOU include a mechanism for school districts to receive feedback regarding SROs' activities and actions?
- Does the MOU specify to whom the SRO reports?
- Does the MOU say how frequently the SRO's position will be reviewed by school administration?
- Does the MOU provide for revision of the MOU on a regular basis?

Thirty-five MOUs (71%) describe the source of funding for the SRO program. Four MOUs (8%) include information about the amount of funding set aside for the SRO program.

### *Few MOUs specify criteria for hiring or include community involvement or feedback*

Very few of the MOUs specify the criteria used to select or hire SROs for schools as those in Massachusetts are required to do.<sup>73</sup> Similarly, very few MOUs discuss anticipated school or community involvement in the selection process. Of the MOUs surveyed, only 18 (37%) of districts include selection criteria, and only 20 MOUs (41%) provide an opportunity for school input in selecting police officers to serve as SROs. Only one MOU (2%) surveyed includes provisions for community input in the selection of the SRO beyond input from the school district leaders, administrators, and/or representatives selected by school leadership.

Both the United States Department of Justice COPS Office and the FBI stress the importance of community involvement in the creation of SRO programs, selection of SROs, and evaluation of SROs and SRO programs. The COPS Office requires that in order for districts to receive COPS grants for their SRO programs, MOUs must include a mechanism by which school districts can receive feedback regarding SROs' activities and actions. We interpret this in the sense of including information on surveys, collection of qualitative feedback, or grievance procedures within school districts. Although some MOUs include within SRO duties that SROs must make themselves available to speak with parents and students about their concerns, we do not consider this to be an appropriate mechanism for school districts to receive feedback regarding SROs due to the power differential and due to the fact that in Connecticut most SROs report to other law enforcement officials and not to district administrators.

Only two MOUs in Connecticut (4%) include such a mechanism. Two more MOUs (4%) allow school administrators to gather information from school communities or survey school communities. This means that 92 percent of the MOUs we reviewed did not include language to help students, parents, teachers, and other staff understand the process for communicating concerns or grievances regarding specific SROs or the overarching SRO program.

### *SROs overwhelmingly report to police departments and not school administration*

The U.S. Department of Justice COPS Office requires that the MOUs of grantees include a clear reporting structure, and they recommend that wherever possible SROs should report within police departments.<sup>74</sup> Thirty-three MOUs (67%) state that SROs report always or primarily to the police department through the chain of command. Only nine MOUs (18%) state that SROs report always or primarily to school district administration, such as the superintendent. The seven remaining MOUs (14%) include mixed configurations, such as joint reporting, or reporting that changes in certain circumstances, such as emergency or “law enforcement” situations.

### *MOUs tend to include unclear and infrequent review schedules for SROs and for the agreement itself*

The U.S. Department of Justice COPS Office requires that districts receiving funding for their SRO programs include an annual review process within their MOU.<sup>75</sup> Half of the MOUs we reviewed (23 MOUs, 47%) do not explicitly include a periodic review or evaluation of the SRO position or program by the school administration. Seventeen (35%) include an annual review, four (8%) include reviews that happen more frequently than every year, and four (8%) have vague terminology such as “regularly” to describe periodic reviews. A predictable review schedule with school administrators helps to ensure that school districts and police departments agree about the school’s needs and appropriate responses to situations as they arise. As experts in young people and school policy, school administrators can be valuable resources to SROs.

Around half of the MOUs-- 23 (47%)--explicitly call for periodic opportunities to revise the MOU. The remainder of MOUs either do not speak to the need for review or provide for automatic renewal of the MOUs with the possibility of amending the MOU if need arises.



## **MOU OVERSIGHT, HIRING, AND COSTS SHOUT-OUT**

The Plymouth MOU<sup>76</sup> is especially student and community-centered. It clarifies a hiring procedure and criteria, explains how representatives of the school district will be engaged in both hiring and re-assignment processes, includes a mechanism for students and parents to provide schools with feedback regarding the SRO, requires an annual review process of the SRO

that includes both the Chief of Police and Superintendent, specifies metrics that should be used to evaluate the SRO, and requires an annual update of the MOU.

“In accordance with state law, the Chief of the Plymouth Police Department (sometimes hereinafter referred to as “Chief”) shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies. Other factors for consideration in selecting an SRO include:

- Ability to work effectively with students within the age range at the assigned school(s)
- Familiarity with the cultural descriptors that make up the community’s world views, including race, age,

- gender, gender identity, ethnicity, religion, culture, sexual orientation, physical or mental disability,
- immigration status, primary language and English proficiency, socioeconomic status, educational level, and occupation
- Demonstrated ability to work successfully with individuals who have physical and mental disabilities
- A commitment to making all students and the school community feel welcomed, valued, respected, and acknowledged regardless of cultural descriptors
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting
- Knowledge of school-based legal issues
- Commitment to protecting students' legal and civil rights
- Knowledge of school and community resources and demonstrated commitment and ability to engage in outreach to the community
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits.

In accordance with state law the Chief shall not assign an SRO based solely on seniority.

The Chief of Police shall work collaboratively with the Superintendent of the Plymouth Public Schools in identifying the officers who meet the above criteria. The selection of each SRO remains within the discretion of the Chief of Police, who shall consult with and give due weight to the opinions of the Superintendent of Schools and/or building principals in selecting an SRO. The Superintendent of the Plymouth Public Schools retains the rights to (1) decline the SRO appointed by the Chief of Police and (2) request the reassignment of an SRO....

The parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO or the SRO Program. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaint in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections. In the event serious allegations of wrongdoing by the SRO are raised, the SRO will be temporarily removed from having contact with students, as appropriate. If allegations of abuse or misconduct by the SRO are substantiated, the SRO will be removed from any school assignments, as appropriate. The Chief of Police and Superintendent of Schools agree to cooperate in the investigation and resolution of any such matters....

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO the success and effectiveness of the SRO Program in meeting the goals and objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance and the success and effectiveness of the SRO Program. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in this agreement. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principals, teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. The Superintendent of the Plymouth Public Schools retains the right to (1) decline the SRO appointed by the Chief of Police and (2) request the reassignment of an SRO....

The provisions of this Memorandum of Understanding shall be effective as of the date of signing. This Memorandum of Understanding shall be reviewed annually and will remain in full force and effect until amended or rescinded by the parties.”

It requires considering: ability to work with students in the age range present at the assigned school; familiarity with the cultural descriptors that make up the community's world views; demonstrated ability to work with people with physical and mental disabilities; commitment to welcoming and respecting all students and members of the school community; demonstrated commitment to de-escalation, diversion, and/or restorative justice; understanding of crime prevention, problem-solving, and community policing a school setting; knowledge of school-based legal issues; commitment to protecting students' legal and civil rights; knowledge of school and community resources; demonstrated ability to engage in community outreach; and a record of good judgment and applied discretion.<sup>77</sup>





## SRO PROGRAM DATA COLLECTION AND REPORTING

Section 10-233m of the Connecticut General Statutes says that any MOU passed after July 1, 2023 “shall include provisions specifying...procedures for...reporting of any investigations and behavioral interventions of challenging behavior or conflict that escalates to violence or constitutes a crime.”<sup>78</sup> Similarly, Section 73 of Public Act (PA) 23-167 requires that SROs must submit a report “for each investigation or behavioral intervention...not later than five school days after conducting such investigation or behavioral intervention.”<sup>79</sup> PA 23-167 also outlines procedures for these reports to then escalate to the chief of police, the superintendent, and finally the board of education of the school district; it additionally lists information that must be included in such reports.

To assess guidelines pertaining to data collection and reporting across school districts, we analyzed MOUs according to the following questions:

- Does the MOU include clear parameters for when the SRO will report misconduct to other law enforcement personnel?
- Does the MOU include requirements that SROs comply with laws protecting student privacy?
- Are schools mandated to report SRO-student interactions to parents?
- Does the MOU outline a system for data collection on SRO activities to detect disparities in disciplinary practices and criminal legal system referrals?

Altogether, the statutory language guiding MOUs communicates an expectation of regular and rigorous data collection and reporting related to SRO activities. Perhaps because the statute does not require MOUs to be updated within a certain time frame to account for recent changes, strikingly few MOUs included language that meets the requirements of PA 23-167, Section 73.



### MOU PROGRAM DATA COLLECTION AND REPORTING SHOUT-OUT:

The Plymouth School District MOU<sup>80</sup> stands out for its detailed and nuanced reporting guidelines that go beyond the basic guidelines discussed within this section. In addition to including information on how school officials and SROs will comply with FERPA and a process for sharing pertinent information from 504 plans and IEPs with SROs, the MOU also lists types of student misconduct that the principal may report to the SRO and/or police department (such as behaviors involving substances, injury, weapons, physical violence, hate crimes, and others), the types of incidents that the SRO and/or police department will report to the principal (inclusive of all types of incidents the principal reports to the police as well as activities involving a student that may pose a risk to the school or another person at the school, and truancy), and guidelines for reporting following emergency situations. We encourage districts interested in expanding their MOU language similarly to reach out to the Superintendent of the Plymouth School District to obtain a copy of the MOU.

*MOUs have varying degrees of clarity with which they indicate parameters for when SROs must report misconduct to other law enforcement personnel and navigate student data privacy*

Most MOUs (39, 80%) set parameters for when a SRO needs to report misconduct to other law enforcement personnel. Fourteen of these MOUs (29%) specify within a graduated response model that the “[Law Enforcement Intervention] is managed by the police.” Due to the explicit mention that the intervention is managed by the police, we assumed that these interventions would be reported within the law enforcement department. Most MOUs specify that law enforcement options may include interventions such as verbal warnings, conferences with the school and parents, referral to a Juvenile Review Board and/or a community agency, referral to court, and in some cases arrest.

Many aspects of students’ information are protected under FERPA and should not be shared with law enforcement except in emergency situations and when ordered by a court of law. Without further clarity in MOUs, this is an area where districts could experience trouble, because only 27 MOUs (55%) specifically address FERPA and how school administration and SROs should navigate these protections.

*Only a tenth of MOUs require schools to report SRO-student interactions to parents and guardians*

While many MOUs encourage SROs to interact with parents and to create time to talk with parents, just four MOUs (8%) have language mandating schools to report SRO-student interactions to parents or guardians directly, and another two (4%) have general language about parent or guardian involvement when a student’s misbehavior rises to the level of a law enforcement intervention.

Given that Connecticut statute requires that police notify guardians immediately following the arrest of a young person under the age of 18,<sup>81</sup> and also that parents or guardians must be present for the interview or interrogation of a young person under the age of 16,<sup>82</sup> it is possible that the people drafting MOUs assumed parental notification as self-evident. Not all law enforcement interventions result in an arrest, interview, or interrogation, so we advocate that schools should notify a parent or guardian whenever a young person’s misbehavior rises to the level of “law enforcement intervention” in a graduated response model.

*The majority of MOUs include language to guide data collection, but few MOUs guide analyzing data to detect disparities in SRO practices*

Nine MOUs (18%) clearly outline a data collection system for SRO activities meant to detect disparities in disciplinary practices and criminal legal system referrals, which the National Prevention Science Coalition asserts is critical to ensuring that SRO programs are fair and equitable.<sup>83</sup> Twenty-one MOUs (43%) use language about data collection systems that does not describe a process for systematically studying these data. Connecticut State Statute provides clear guidelines about collecting and reporting data that can be utilized to evaluate disparities in disciplinary practices and in referrals to the criminal legal system. We encourage school districts to utilize statutory language as a baseline for designing data collection and analysis systems and to expand upon statutory recommendations based on district needs.

Section 10 of PA 23-208 specifies that all MOUs entered into, extended, updated, or amended on or after July 1, 2023, must include language dictating that SROs submit a report for each “investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime conducted by such school resource officer not later than five school

days after conducting such investigation or behavioral intervention....Such report shall include, but need not be limited to, (1) the date, time, and location of such investigation or behavioral intervention, (2) the name and badge number of such school resource officer, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (B) apprised of such student’s constitutional rights, (C) issued a citation or a summons, (D) arrested, or (E) detained, including the amount of time such student was detained. For purposes of this section, ‘investigation or behavioral intervention’ means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.”<sup>84</sup>

## MOU PROGRAM DATA COLLECTION AND REPORTING SHOUT-OUT:



The Newington Public Schools<sup>85</sup> addresses all aspects of this section within their MOU: guidelines for when SROs must report student behaviors to law enforcement, a process for informing parents and guardians of SRO-student interactions, and a data collection and reporting system that allows for detecting disparities in SRO practices. It says, “Only when classroom, school and community options have been found ineffective, or when deemed appropriate by the administration or in an emergency, should the school involve the police in a specific student intervention, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options may include arrest. Absent an emergency, any such arrest will be conducted in accordance with Section 7.A.##, below....

The responsibilities of the SRO will include but are not be limited to:

1. Enforce criminal law and protect the safety of students, staff, and the public at large. The SRO shall follow the chain of command as set forth in Department policies and procedures. School authorities and the parents of any child involved shall be notified as quickly as possible when the SRO takes any direct law enforcement action involving a student, on-campus or off-campus, during school hours.
2. Complete reports and investigate crimes committed on school grounds and appurtenances, in accordance with applicable law, Department procedures, and this MOU....

In accordance with state law requirements, the SRO shall submit a report to the Chief of Police for each investigation or behavioral intervention of challenging behavior or conflict that (1) is conducted by the SRO and (2) escalates to violence or constitutes a crime, no later than five school days after conducting such investigation or behavioral intervention. An “investigation or behavioral intervention” is “a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to,

emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.”

The SRO’s report shall include: (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of the SRO, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (b) apprised of such student’s constitutional rights, (c) issued a citation or a summons, (d) arrested, or (e) detained, including the amount of time such student was detained. The SRO shall not include student names on the report.

The SRO shall use and complete Form A, attached hereto and incorporated herein. SROs and/or the Department shall not substitute their own form(s) for Form A and shall not submit any supplemental or additional documents in connection with Form A, unless required by law or mutually agreed upon by the parties in writing.

On a monthly basis, the Chief of Police shall compile and provide to the Superintendent of Schools all Form A documents completed by the SRO during the prior month. In the event there were no Form A documents completed by the SRO during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing as follows: “During the month period consisting of \_\_\_ to \_\_\_ , the SRO did not engage in any investigation or behavior intervention of challenging behavior or conflict that escalated to violence or constituted a crime.”



## PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM

In a number of decisions, discussed in the text of this section, the Courts have determined that students’ rights in a school building differ from their rights at home or in other public areas. Because legal standards in schools differ from other constitutional rights, it is critical that parents, police, school administrators, and students all have a clear understanding of what rights are—and are not—protected on school grounds. It is possible that these lower standards contribute to the increased rates of student arrest and referrals to court seen in Connecticut schools that have SROs.<sup>86</sup> MOUs can utilize clear guidelines surrounding these lowered standards of individual rights to help ensure that lack of clarity and understanding do not contribute to higher arrest rates. Additionally, MOUs can outline steps SROs are expected to take to divert young people from the criminal legal system and match them with more age-appropriate behavioral interventions.

To assess the ways in which MOUs protect student rights and work to divert young people from entering the criminal legal system across school districts, we analyzed MOUs according to the following questions:

- Does the MOU policy limit searches of a student’s possessions, locker, or person to instances where “there is suspicion the search will turn up evidence that the student is either violating school policy, or the law, and the search is not unreasonably intrusive,” pursuant to New Jersey v. T.L.O.?
- Does the MOU specify that police should not question young people under the age of 16 without a parent or guardian present?

- Does the MOU recommend use of restorative justice methods or diversion programs for young people who are arrested?
- Does the MOU make any other age-based distinctions, such as that officers should not arrest students under the age of 12?

*Most MOUs do not clarify the legal standards that SROs must uphold when searching students*

In the case of searches by school officials or police officers, the existing laws across the country are based on the *New Jersey v. T.L.O.* landmark Supreme Court case that set the standard for lawful searches of students by school authorities and police officers.<sup>87</sup> School officials may search students when they have reasonable grounds to suspect the search will turn up evidence that the student is violating either school policy or law and the search is not unreasonably intrusive. While some school districts have embraced more restrictive standards for administrative and police searches, the threshold for activities such as search and seizures is lower in schools than at the workplace or at home.

Because the legal threshold for search and seizure when a student is in school is lower than when a student is at home or in another public area, we advocate that MOUs (and school policy manuals) should include clear guidelines for when and how SROs search a student’s person and/or property.<sup>88</sup> Twenty MOUs (41%) include language guiding when and how SROs may search students and their belongings. These MOUs vary in their degree of clarity and nuance from limiting searches to “only in those circumstances allowed by law”<sup>89</sup> to listing the legal standard for engaging in searches and personnel who must be involved in search procedures.

## MOU PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM ‘SEARCH AND SEIZURE’ SHOUT-OUT:

The Guilford Public Schools MOU has a section of the MOU entirely devoted to outlining standards and policies for search and seizure. It says “School officials may conduct searches of students’ property and person under their jurisdiction when reasonable suspicion exists that the student has violated or is violating the law or school policy. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent. The SRO may be present during school searches when safety concerns are present. For incidents in which weapons possession are suspected, the SRO may conduct the search in compliance with state law. Any search by an officer shall be based upon probable cause, and when required, a search warrant should be obtained. Warrantless searches will remain an option when there is reasonable suspicion that a criminal act has been or may be committed, or that the suspect may be armed.”<sup>90</sup>



*Shockingly few MOUs require SROs to obtain permission from parents or guardians before questioning a student*

Legal standards guiding the questioning of students are not very clear. In a Washington appeals court case, *State v. D.R.*,<sup>91</sup> the Court determined that police officers must read students their Miranda rights when interrogating students in the school setting. This question is less clear with SROs, who have full police powers but are assigned to work at a school. Although the NASRO discourages schools from involving SROs in school disciplinary matters, this can happen. Thus, when a SRO is questioning a student, it may be impossible for a student to know whether they are “in custody” or not. Connecticut General Statute §46b-137<sup>92</sup> specifies that any admission, confession, or statement made by a young person under the age of 16 without a parent or guardian present is inadmissible in a Court of Law. Police must make reasonable efforts to contact the parents of a young person who is age 16 or 17 prior to questioning, and the police must give young people their full Miranda Rights. We advocate that MOUs should include language to ensure this law is enforced for SROs any time an SRO’s conversation with a student could lead to self-incrimination.

Despite how slippery the legal standards and language around questioning students are, only three MOUs (6%) require that SROs obtain permission from parents or guardians or wait until they are present before questioning a student who is under the age of 16. An additional ten MOUs (20%) have language requiring the SRO to notify parents as soon as possible after questioning a student and/or to follow all applicable laws when questioning a student. The overall lack of guidance in MOUs regarding questioning students indicates that that should be an area of great concern for Connecticut parents, policymakers, law enforcement officials, and educators. Clear language guiding expectations protects students, schools, and SROs.

*Most MOUs mention restorative justice and/or diversion, but MOUs would benefit from clarifying that the use of these practices and programs is an expectation rather than an option*

Twenty-two MOUs (45%) prioritize using restorative practices and/or diversion practices and programs in schools. They do this either by listing restorative justice and/or diversion as objectives of the SRO program or a duty of officers, by requiring training in restorative practices and/or diversion, or by listing diversionary programs deliberately utilized as part of the graduated response model before utilizing arrest and/or court referral. An additional 15 MOUs (31%) allow SROs to utilize restorative practices and/or diversion practices and programs within the possibility of law enforcement interventions within the graduated response model. Twelve MOUs (24%) make no mention of restorative justice, diversion programs, or diversion practices.





## MOU PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM ‘RESTORATIVE JUSTICE’ SHOUT-OUT:

The South Windsor MOU lists restorative justice as a duty of the SRO. Within a list of community policing activities, it says that “Restorative justice is a philosophy of juvenile justice that aims to restore the victim, the community and the offender after a crime is committed. Examples of restorative justice programs include alternative sanctions for offenders such as community service, and the organization and maintenance of a Juvenile Review Board that hears less serious violations thus diverting a student offender away from the formal juvenile justice system.”<sup>93</sup>



## MOU PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM ‘DIVERSION’ SHOUT-OUT:

The Danbury Public School District MOU includes a detailed graduated response model. It provides a general definition of the types of behaviors contexts that could lead to use of a level within the model, the parties responsible for administering the intervention, and it provides examples of behaviors and examples of intervention options. Notably, it utilizes administrative interventions and assessment and service provision interventions for numerous behaviors that could rise to the level of criminal misconduct and saves law enforcement interventions for the most serious forms of criminal misconduct. This aligns with research showing that diversion yields fewer subsequent arrests and greater success in education than arrest and prosecution in youth criminal legal courts.<sup>94</sup>

### *MOUs do not clearly address law enforcement interventions based on student age*

Converging research suggests that children are not able to understand the criminal legal process, that court involvement can harm the well-being of involved children, and that this can have long-term negative implications for public safety.<sup>95</sup> In recognition of these findings, in 2021, the Connecticut General Assembly raised the age at which a child may be arrested and become formally involved in the criminal legal system from seven to 10.<sup>96</sup> Despite this change, which was effective July 1, 2021, police officers in Connecticut continue to arrest children under the age of 10.<sup>97</sup>

While we applaud Connecticut’s steps to recognize that the criminal legal system is not an appropriate response to children’s problem behaviors, we also advocate that Connecticut did not go far enough. Nine states have higher ages at which a child may become involved in the criminal legal system,<sup>98</sup> and the United Nations recommends a minimum age of criminal responsibility of 14 or above.<sup>99</sup> Schools can play an important role in reducing the involvement of children in the criminal legal system and promoting age-appropriate interventions by encouraging SROs to exhaust all possible diversionary resources before arresting a child under the age of 14 or referring that child to court. This is especially important given that the overwhelming majority of young children arrested in Connecticut are for misdemeanors. Over 75 percent of 10- and 11-year-olds arrested in 2022 were for misdemeanors.<sup>100</sup> The most common charge for children of this age is breach of peace.

Overwhelmingly, MOUs do not consider the age of young people when determining appropriate interaction with the criminal legal system. The Enfield Public School District MOU does explicitly require that SROs not arrest young people under the age of 10, and it is the only MOU that includes information on a minimum age for formal law enforcement involvement.<sup>101</sup> Sixteen MOUs (33%) have some language dictating that the SRO program should consider the age of children when training the SRO and/or when determining appropriate interventions. No MOUs explicitly say that officers should limit their use of arrest and referral to court based upon a student's age.

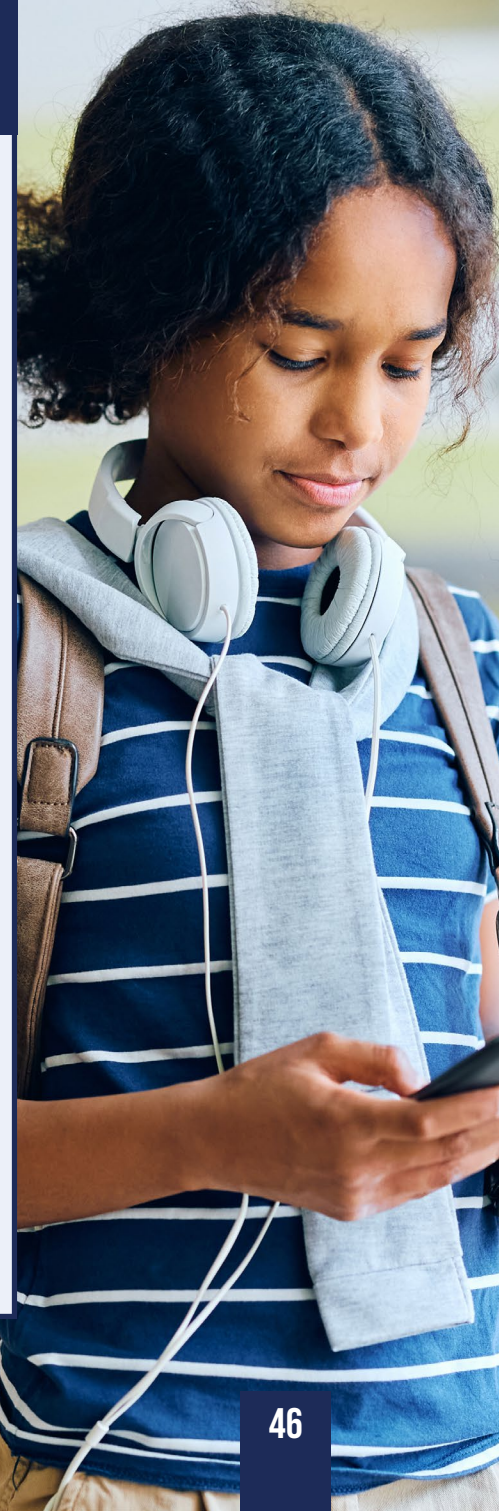


## MOU PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM SHOUT-OUT:

The Hamden Public School District MOU<sup>102</sup> includes language that prioritizes lower-level interventions and allows SROs to utilize interventions other than arrest and referral, transparently guides searches, and transparently guides questioning students including when parents or guardians must be present. It says, “Law enforcement intervention shall only be taken when classroom, school and community options have been found ineffective, or deemed appropriate by the school administration, or in cases of emergency. Involvement of the SROs shall not necessarily mean arrest or referral to court. This intervention is managed by the police. Police intervention shall only occur in cases where student behavior is in violation of criminal law, but only after classroom, school, administration and assessment and service interventions have been attempted. Law enforcement options may include verbal warning; conference with student, family, teachers, and/or others; referral to JRB and/or community agencies.

The SRO will follow applicable law, Board of Education Policy, regulations, and the Police Department's general orders in regards to investigations, interviews, and searches relating to juveniles and other students. At no time will the SROs direct or demand that school personnel search a student. The SROs may search a student only in those circumstances allowed by law.

The SROs will not be present to conduct questioning of students for school conduct issues. In the event as student conduct rises to the level of criminal activity, the SRO may be present but shall be required to follow all Hamden Board of Education Policies and Regulations, Police Department orders, rules, procedures and regulations, and State law regarding age and presence/approval of a parent. Should information be garnered in said questioning as pertains to criminal activity, the information can be used by Hamden Police Department.”





## MOU ACCESSIBILITY

*Most MOUs proved challenging to locate*

YJP researchers recorded whether they could find a school district's MOU and how long they spent looking. The researchers were able to find the MOUs for 20 (41%) school districts posted on the school district website, and they were able to find an additional two MOUs through a Google search. They obtained the additional 27 MOUs analyzed (55%) by contacting school districts, school board members, and police departments by email. When considering MOUs that the research team was unable to obtain, the research team was unable to find three-quarters of the MOUs for which they searched online.

There was a large range regarding how long it took for YJP student researchers to find the MOUs that they were able to locate online. On average, the researchers spent seven minutes searching for an individual school district's MOU. For some school districts, the MOU was readily apparent on the school district website, and it took researchers less than a minute to find it. Other MOUs took closer to ten minutes to locate and were not easily found through the district website search functions. YJP student researchers found these MOUs through blog posts, Board of Education documents and minutes, police department sites, superintendent sites, and the Connecticut General Assembly website.

# POLICY AND PRACTICE RECOMMENDATIONS



## SRO TRAINING

*State Policy Recommendations*

**Increase required training for SROs.** MOUs should all include explicit provisions for SRO training pertaining to social-emotional learning, restorative justice, school safety plans, the MOU, conflict de-escalation, adolescent development, DEI and disproportionality in the criminal legal system (including race and ethnicity, gender and sexual orientation, and special education), and mental health topics including trauma and neurodivergence.

### *District Policy and Practice Recommendations*

**Increase clarity around SRO training guidelines.** MOUs may provide even more clarity for officers, school personnel, and families by listing acceptable or required sources for training (such as for-profit and non-profit organizations, State agencies, or the school district itself), whether each training must be completed before interacting with students and a time frame for trainings that may be completed after beginning to work in a district, and the frequency of expected training refreshers. Districts that require SROs to serve in mentor and educator roles should also include provisions to send SROs to the NASRO training within their MOUs.

**Utilize Connecticut-based, community and child-centered police training opportunities.** Finally, to the extent possible, we recommend that all districts with active MOUs provide for SROs to be part of a cohort at the Connecticut Institute for Youth and Police Relations, hosted by the Tow Youth Justice Institute and the Center for Advanced Policing at the University of New Haven.<sup>103</sup> More information can be found at <https://towyouth.newhaven.edu/ciypr/>. This comprehensive training provides education regarding youth and young adult neurodevelopment, trauma, bias, community partnerships, effective policies, developmentally-appropriate policies, and the lived experiences of young people with criminal legal system involvement. It additionally requires cohort participants to create a capstone project developing and implementing more effective policies in SRO's communities, and it provides intensive coaching during every step of the program.



## SRO DUTIES

*State Policy Recommendations*

**Require districts to update MOUs.** To ensure that active MOUs are updated to include provisions related to SRO duties concerning and procedures for the restraint of students, use of firearms, school-based arrests, and reporting of any investigations and behavioral interventions, the Connecticut General Assembly should update Public Act 23-167 to include a date by which school districts and police departments must update active MOUs to include all relevant legislation.<sup>104</sup> To ensure that Boards of Education have time to gather community input regarding duties and procedures, we recommend that the CGA allow a full calendar year for MOU updates.

**Ban carrying and use of chemical agents in schools.** Given research on the potential harms of chemical restraint as well as the possibility for pepper sprays to harm multiple people upon deployment, we advocate that the CGA amend CGS § 10-236b to ban the carrying or usage of chemical restraints such as pepper spray on school grounds. We additionally encourage policymakers to amend CGS § 10-236b to clarify whether statutory procedures guiding the use of restraint in schools applies to SROs or not to avoid conflicts seen around this issue in other

states.<sup>105</sup> Finally, we advocate for the CGA to amend section 73 of PA 23-167 to require that MOUs include language prohibiting SROs from using law enforcement intervention tools to enforce school policy or engaging in school discipline.

**Create age- and level-of-threat-based guidelines for the usage of Tasers in schools.** While research on the impact of Tasers on children is very limited, the research converges on findings that Tasers pose far greater risk for children and adolescents than for adults.<sup>106</sup> Tasers are more likely to cause cardiac damage, bone fractures and internal injury, and liver damage in children and adolescents than in adults. They can also impact a young person’s cognitive faculties by impairing auditory recall and the ability to process auditory information. We recommend that the CGA convene a workgroup to create guidelines for the usage of Tasers in schools with a focus on banning the use of Tasers on students in almost all circumstances and only allowing the use of Tasers in schools with “public safety risks are severe, and threats are imminent.”<sup>107</sup> MOUs should include all guidelines as well as specifications that if a police officer deploys a conducted electrical weapon on a student enrolled in a school, it will require an automatic review by an independent review board inclusive of medical practitioners, members of the community, and law enforcement officers from a different law enforcement jurisdiction (not anyone from the jurisdiction under review).

**Develop guidelines for law enforcement carrying and usage of firearms and forensic restraints in schools.** As mentioned, we were unable to find “best practice policies” regarding law enforcement firearms in schools or forensic restraints in schools. Given the potential for weapons and restraints to inflict harm—even when used by trained professionals—we propose that State policymakers provide resources for a State agency such as the Department of Education or a nonprofit research organization such as the Tow Youth Justice Institute or the Child Health and Development Institute to research and write guidance regarding firearms and forensic restraints in schools as well as to help districts implement programs shown to reduce the need for officers to utilize restraints. This guidance should include an age under which officers should not use forensic restraints or weapons with a student except in life-threatening circumstances.



## *District Policy and Practice Recommendations*

**Increase the transparency and clarity of MOU language so that MOUs are community-centered tools.** Parents and guardians have legal obligations to provide for their children’s needs and protect their children, so we advocate for a high degree of transparency in MOUs. Parents should be able to read a MOU and understand how and why their child may come to be restrained by a SRO, how and why their child may interact with a SRO’s firearm, how and why their child may be arrested while in school, how and why a SRO may investigate their child, and how and why a SRO may be involved in behavioral interventions for their child. If a parent does not understand what happened to their child, the parent should (by reading the MOU) know who to talk to for more information or to lodge a formal complaint. By reading the MOU, a parent should know all parties that may have access to information about their child based upon these provisions and for how long. Parents and guardians should be able to make informed decisions about these sensitive issues when deciding the appropriate educational placement for their children.

**Reference publicly-available policies in MOUs or include detailed guidance within MOU language.** To ensure that MOUs are transparent not just for police officers and school administrators but for parents as well, MOUs should include either reference to policies that are published in a publicly accessible online location such as the School District or Police Department website, or they should have clear and detailed policies and procedures in the text. MOUs should include the minimum details a report must require, the title of the person who reviews the report, a list of all other people who may access the report, a time frame for filing the report, and a time frame in which the report remains active.

**Expand clarity and guidance in MOUs around use of weapons and restraints.** Current statute requires that MOUs include duties and procedures related to the use of weapons and restraints. We recommend that districts update these policies to address nuances in the usage of physical restraints, physical escorts, forensic restraints, and chemical restraints. These procedures should include provisions related to the age of the student, disability status of the student, degree of cooperation by the student, and potential harm posed by the student. We advocate that officers should not lay hands or use restraints for students who are cooperating or whose behaviors are verbal but who have not initiated any actions of physical threat toward themselves or another person, and they should not use weapons, chemical restraints, or forensic restraints with students under the age of 14 except in life-threatening circumstances.

**Implement programs to help reduce the need for restraints.** We encourage districts and police departments to partner to develop a full toolbox and procedures that help to reduce the use of physical and forensic restraint in schools. The Alliance Against Seclusion & Restraint lists numerous evidence-based programs and behavioral interventions that have been found to reduce the need for using restraint and to help effectively de-escalate situations and regulate students in crisis.<sup>108</sup>

**Prohibit the involvement of SROs in situations involving school policy violations or that warrant school-based discipline.** Finally, while many districts discuss the role of SROs in enforcing school policies and engaging in school discipline in the MOUs, some districts still do not discuss the difference between school discipline and law enforcement engagement and which levels the SRO should and should not become involved in. The NASRO has issued a statement encouraging schools to prohibit SROs from involvement in school discipline,<sup>109</sup> and CT Voices supports this position. Some MOUs in the state allow for school administrators to call upon SROs for help in situations regarding school policies and school discipline, and we recommend that these MOUs remove this language in favor of a ban on SRO involvement in behavioral circumstances

unrelated to legal violations or immediate safety concerns. For students who have trauma or more negative attitudes toward police, involvement of SROs may contribute to escalating anxiety, behaviors, and conflict.<sup>110</sup> In these instances, behaviors that warrant a detention or suspension may spiral until SROs are forced to utilize a law enforcement intervention.



## **SRO OVERSIGHT, HIRING, AND COSTS**

### *State Policy Recommendations*

**Involve school administrators in selecting and reviewing SROs.** While SROs are primarily experts in law enforcement rather than experts in education, their daily interactions with students make it critical that they work in lockstep with school staff. Thus, we advocate that all MOUs include a clause specifying a mechanism for school administrators to provide input on the assignment of an SRO to the school. For the purposes of transparency, fairness, and fitness of assigning personnel to be SROs, we also advocate that MOUs should include information relating to specific hiring criteria for SROs.

**Ensure regular reviews of SROs, SRO programs, and MOUs.** We recommend that all MOUs provide a concrete indication of how often and by whom the SRO position is to be reviewed and when the MOU must be reviewed and updated to remain active. We recommend that General Statute mandate that SROs must receive a formal evaluation at least annually, and that the formal evaluation integrates feedback from the school district, and we recommend mandating that MOUs be updated at least every three years.

### *District Policy and Practice Recommendations*

**Develop guidelines to meaningfully engage and integrate community voices in the SRO program.** Multiple MOUs discuss the importance of SROs as members of their communities and as liaisons with community service providers, and yet no MOUs include provisions for community involvement in the SRO selection and/or SRO review process. Law enforcement experts recognize that community trust is foundational for effective policing, and community members are more likely to follow laws and respond to police interventions.<sup>111</sup> When parents perceive SROs to engage fairly with their children, they are more likely to support behavioral interventions.<sup>112</sup> When students have positive attitudes toward the SRO at their school, they are more likely to report actual crimes to the SRO.<sup>113</sup> Thus, we see meaningful inclusion of community voices in selecting and evaluating SROs—inclusive of parents, students, and community service providers—as an essential component of an effective program. In communities that have Youth Service Bureaus (YSBs) and/or Juvenile Review Boards (JRBs), representatives from these diversionary organizations should be involved in selecting and evaluating SROs.

**Require meetings with school administrators throughout the school year.** On at least an annual basis, school administrators should meet with the SRO and provide a formal review to be considered by the SRO's direct supervisor if it is someone other than the school administrator. While it may be impractical for school administrators to meet with SROs monthly or quarterly, we advocate meeting at least twice per school year so that SROs have time to implement the recommendations of school administrators, seek needed training and/or support resources, and seek further feedback. We applaud the model set by the Plymouth School District in evaluating SRO effectiveness based on de-escalation, diversion, and prevention, and we advocate that all MOUs would benefit from the inclusion of such review criteria.



**Require regular MOU updates.** Finally, we encourage school boards and police departments to review and update MOUs at least every three years and to include a process by which students, parents, and teachers can provide feedback on the efficacy and design of the SRO program and the language of the MOU. Such periodic reviews help ensure that concerns regarding the SRO program are able to be addressed before they grow to an unmanageable level.



## SRO PROGRAM DATA COLLECTION AND REPORTING

### *State Policy Recommendations*

**Require districts to update MOUs and expand data reporting requirements.** Connecticut General Statute already provides clear guidelines for collecting, reporting, and analyzing data regarding investigations and behavioral interventions. The CGA could better ensure that districts integrate and implement these guidelines by setting a date by which active MOUs must be updated. We recommend a full calendar year so that districts have time to seek and integrate community feedback, and we recommend adding the use of physical touch, physical restraint, forensic restraint, chemical restraint, firearms, and other weapons to data required on reporting forms.

**Require notifying parents or guardians of law enforcement interventions in schools.** We additionally advocate that policymakers amend CGS § 10-233m to require that schools notify parents or guardians of any student misbehaviors that rise to the level of a law enforcement intervention.

### *District Policy and Practice Recommendations*

**Collect data reflecting school communities.** The statutory guidelines for collecting, reporting, and analyzing data regarding investigations and behavioral interventions should be viewed by school districts as a starting point that can be built upon to better serve community needs. For example, in a community where a sizeable portion of families do not speak English as a first language, perhaps MOUs may want to consider including a student's primary language as one of the pieces of information to collect, report, and examine for potential disparities.<sup>114</sup>

**Share data with school communities.** We also advocate that, when appropriate, Boards of Education should compile and share an annual trend report so that community members may determine whether the SRO program is effectively serving their needs. Boards should never share information where individual students may be identifiable, though, so Boards must utilize caution and discretion in disaggregating and presenting data.



## PROTECTING STUDENT RIGHTS AND DIVERTING YOUNG PEOPLE FROM THE CRIMINAL LEGAL SYSTEM

### *State Policy Recommendations*

**Ensure the consistent protection of student rights across school districts.** MOUs are critical areas to outline student rights and protections on school grounds, including privacy rights and rights during interrogation. National case law dictates that young people have lower standards when they are on school grounds than when they are home or in other public areas, which makes clarity and transparency in MOUs even more urgent. At CT Voices, we advocate that the Connecticut General Assembly should pass laws to ensure that students have the same protection of their rights regardless of which school district they attend. We believe that the CGA should pass a policy not only that MOUs include information about searches and questioning but that the CGA should actively spell out the standards to guide school districts and police departments.

**Utilize a probable cause standard to guide law enforcement searches in schools.** As outlined in the Guilford MOU, we advocate that SROs and other law enforcement officials should not be involved in searches of students and/or their property for reasons of school policy violations. SROs and other law enforcement officials should only search a student and/or their property if the student is suspected of having committed a crime. We further applaud Guilford's criterion that law enforcement officials follow the higher standard of "probable cause" to engage in a search and obtain a search warrant whenever reasonably possible.

**Increase questioning and interrogation protections for students.** Regarding student rights during interrogation, we advocate that the CGA amend CGS § 46b-137<sup>115</sup> so that law enforcement officials may not question anyone under the age of 18 without permission from a parent or guardian, may not question young people with 504 Plans or IEPs who are under the age of 18 without a parent or guardian present, and may not question young people with IEPs under the age of 22 who have a legal guardian without the guardian present.

**Require districts to update MOUs.** CGS § 10-233m already requires that SROs have training in restorative justice and that MOUs include a graduated response model for student discipline.<sup>116</sup> While most MOUs address one or both of these requirements, some MOUs address neither, and some only address one requirement. We recommend that the CGA amend CGS § 10-233m to require that school districts with active MOUs all update their MOUs to include the information in statute and that the CGA give schools a full calendar year to make these changes.

**Raise the minimum age of criminal responsibility.** Finally, we recommend that the CGA amend CGS § 46b-120 to further raise the minimum age of criminal responsibility from 10 to at least 12 years and preferably 14 years old.<sup>117</sup>

### *District Policy and Practice Recommendations*

**Include clear and detailed language regarding law enforcement searches in schools.** While we advocate that the CGA should pass legislation dictating standards for search and seizure in schools, at the very least all school districts should update their MOUs to include information on when a SRO or other law enforcement official will conduct a search rather than a school administrator, the standard of certainty required before a SRO engages in a search, and guidelines around when a SRO must obtain a warrant prior to searching a student and/or a student's property.

**Include clear and detailed language regarding parental or guardian notification when questioning students.** Connecticut statute is clear that law enforcement officials should not

question a young person under the age of 16 without parent or guardian permission. MOUs should make this information clear in the body of the MOU. We additionally recommend that MOUs include a policy and procedure for ending a conversation and contacting parents or guardians when a SRO is engaged in conversation with a student that is not intended as questioning and a student divulges information that may incriminate themselves or another student.

**Expand diversionary programs and practices and include guidelines around ages at which schools and SROs must exhaust appropriate diversionary options before utilizing law enforcement interventions.** In addition to MOUs missing an important opportunity to clarify student rights in a way that protects both students *and* law enforcement officers, many MOUs are also missing an important opportunity to guide administrators and SROs toward increased utilization of age-appropriate diversionary practices and programs. We recommend first that MOUs include a list of available diversionary programs within the body of the MOU; in towns that have YSBs and/or JRBs, these can be important sources of information regarding available diversionary programs and service providers for young people with high levels of behavioral need. Second, we recommend that MOUs widen possible diversionary law enforcement interventions to include counseling, mentoring, community services, community service, parent meetings, and—when appropriate—linkages to other State agencies and agency resources. All districts with a YSB should include connection with the YSB in their graduated response models and list of diversionary options. Third, we recommend that all school districts with active MOUs contact the Child Health and Development Institute to receive support from the School-Based Diversion Initiative (SBDI)<sup>118</sup> and to develop and integrate policies for contacting Mobile Crisis Intervention Services when students with 504 Plans, IEPs, and/or trauma needs are in a state of behavioral crisis.<sup>119</sup> SBDI further assists schools to create strong partnerships with other community services including YSBs and JRBs, and offers training and consultation on implementing restorative practices, developing a graduated response model, revising disciplinary codes of conduct to reduce reliance on law enforcement, and creating school environments that are developmentally appropriate and trauma-sensitive. More information is available at <https://ctsdbi.org>. Finally, we recommend that MOUs specify an age at which—unless required by State or federal statute—SROs *must* utilize available and appropriate diversionary programs and practices prior to arresting a student or referring a student to court. We recommend that this age should be at least 12 and preferably 14.





## MOU ACCESSIBILITY

### *State Policy Recommendations*

Connecticut General Statute already requires that MOUs be posted on school district websites, on the websites of each school in which a SRO is stationed, and in a central location within the school district.<sup>120</sup>

**Create a central state-level location for MOUs.** For districts that do not maintain an active website, a possible solution would be if the Connecticut State Department of Education creates and maintains a database of MOUs through their EdSight portal. The State has an excellent example of a centralized location for MOUs between districts and Mobil Crisis Intervention Services, and this model could be replicated for districts that have MOUs with police departments. To see this example please visit <https://www.mobilecrisisempct.org/moa>.

### *District Policy and Practice Recommendations*

**Ensure posted MOUs are easy and quick to find.** A large part of parenting is advocating for one's child. As such, parents, guardians, and other caring adults in the community should be able to easily access and understand MOUs to determine the rights and needs of their child(ren). We cannot underscore the importance of school districts following Connecticut law and posting MOUs on district and school websites.

**Make MOUs available in languages other than English utilized by impacted communities.** Finally, we advocate that school districts should make MOUs accessible in languages other than English, particularly in communities where a large percentage of families do not speak English as a first language, and in audio formats.





## CONCLUSION

With the passage of PA 23-167, Connecticut has one of the nation's most robust statutes guiding programs that station police in schools to ensure school safety. Few MOUs have already integrated the language included in PA 23-167; districts have an opportunity to update their MOUs to not only comply with State statute but also to better align with national recommendations. This report intends to help school districts create and implement MOUs between school districts and police departments for SRO programs that are child- and community-centered, clear, transparent, and help to build a strong partnership between districts and police departments. Updating MOUs toward these goals helps to protect students from unfair punishment that pushes them out of the classroom and into the criminal legal system, helps protect schools from inadvertently creating unsafe and toxic school climates, and protect SROs from triangulation into school discipline and litigation.

Most MOUs in Connecticut have integrated older statutory requirements including a mission statement dictating that the goal of the SRO program is to promote school safety and improve the educational environment as well as a graduated response model to clarify roles in school discipline. However, MOUs vary wildly regarding their integration of further information. Three-quarters of MOUs do not require that SROs complete training before interacting with students, and nine-tenths do not require annual school safety training. Less than a third comply with statute requiring that MOUs provide for SROs to receive training in restorative justice and social-emotional learning. Young people are not just smaller adults, and discipline in schools should not mirror punishment in the criminal legal system. It is critical for SROs to have at least some developmentally-informed training prior to interacting with students to ensure that students are treated fairly and not subjected to unnecessarily punitive interventions.

In most districts across Connecticut, SROs engage in duties beyond law enforcement. About a third of these districts do not include language specifying that SROs should not serve as school disciplinarians, and it is critically important for MOUs to include this language to protect both SROs and students.

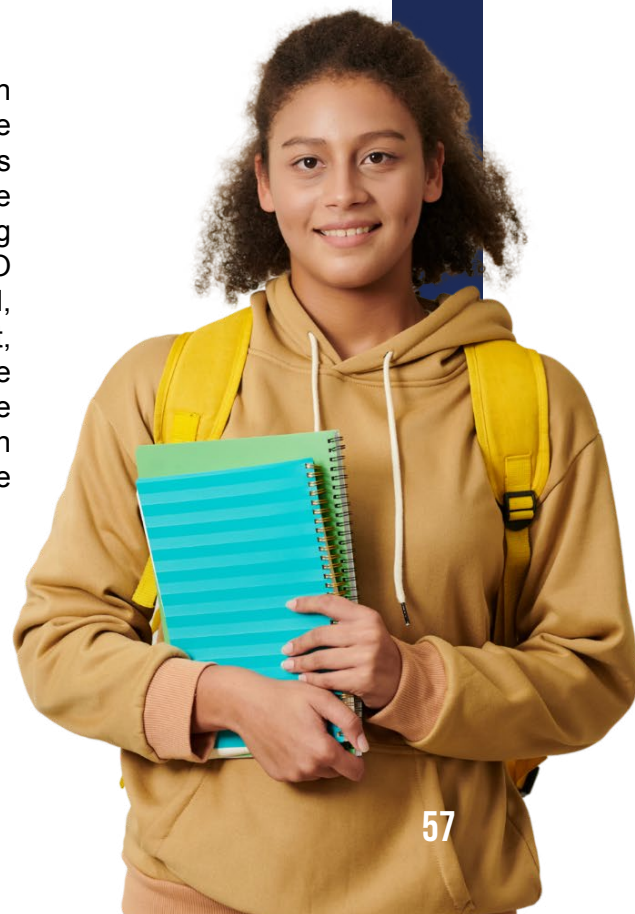
Overall, Connecticut’s MOUs do not comply with federal recommendations to include clear guidance around selecting SROs and reviewing their performance. Only a third of MOUs outline opportunities for school personnel to provide input into selecting SROs, and no MOUs outline opportunities for students, parents and guardians, and community stakeholders to provide input. The FBI underscores the importance of community buy-in for effective SRO programs, so this is an area where Connecticut MOUs need close attention.

Only about half of Connecticut MOUs include language to guide data collection and evaluation, and language around reporting information to other law enforcement officials—while present—greatly varies in clarity. Additionally, only 15 percent of MOUs include language about notifying parents and guardians regarding SRO-student interactions, which opens districts and police departments to collecting information that is inadmissible in a court of law, infringing on students’ rights, and becoming involved in misconduct allegations and litigation.

The majority of MOUs across Connecticut fall short for including provisions to protect student rights and ensure that young people are diverted from the criminal legal system. Fewer than half include language to guide SROs in conducting searches of students and their property and less than a tenth require parental permission before questioning students. Around half of MOUs encourage that SROs use restorative practices or diversion practices, and an additional third allow for the use of diversion practices. Additionally, only a third include language guiding SROs to consider the age of a child when determining appropriate interventions.

Finally, fewer than half of the MOUs we reviewed were available through district websites, and we were unable to obtain many MOUs entirely. We hope that as more districts update their MOUs and make them publicly accessible, future research can explore which practices within the MOUs are most closely tied to improving disproportionality in student referrals to the criminal legal system, and we hope to research disparities in MOU language based upon student demographics.

At minimum, we encourage districts to update their MOUs within a calendar year to fully implement statutory requirements. We additionally provide a list of recommendations to bring MOUs into better alignment with national recommendations. With the implementation of PA 23-167, Connecticut’s statute guiding MOUs is one of the strongest in the country. It helps build SRO programs that are developmentally and culturally-informed, can decrease disparities in criminal legal system involvement, and have tight alignment between school districts and police departments. Districts choosing to go a step further to create systems for meaningful community engagement and protection of students’ rights will only make the programs more supportive for students, schools, and SROs.



## ACKNOWLEDGEMENTS

Connecticut Voices for Children gratefully acknowledges the generous support of the Leever Foundation. We deeply appreciate Jeff Vanderploeg, Ph.D., President and CEO of the Child Health and Development Institute of Connecticut, who provided thoughtful feedback on this report to better ensure its accuracy and effectiveness. We also acknowledge Robert Goodrich and the team at RACCE for providing input on the items used to evaluate the MOUs and for reviewing this report. Additionally, CT Voices and the YJP extend thanks to Lauren Owens and Anna Selbrede for their assistance.



# APPENDIX A

Source	Recommendations	Included in this Analysis?	
CGA §10-233m and 10-233p	MOUs must be accessible online	Yes	
	MOUs must outline how officers and students are supposed to interact	No because we are unclear on the precise meaning of this statutory language	
	MOUs must include a graduated response model	Yes	
	MOUs must require that SROs receive training on social-emotional learning and restorative practices provided to school staff	Yes	
	MOUs must outline duties and procedures concerning: restraint of students, firearms, school-based arrests, reporting of investigations, and reporting of behavioral interventions	Yes	
	MOUs must require that SRO reports include information about the officer, student demographic information, the reason and nature of the event, disposition, searches, if students were appraised of rights, and information regarding arrests, detentions, and citations	Yes	
	MOUs must ensure that SRO reports are provided to the Superintendent and Board of Education	Yes	
U.S. DOJ-COPS	MOUs must be accessible online	Yes	
	MOUs must include a statement of purpose	Yes	
	MOUs must outline partner roles and responsibilities	Yes	
	MOUs must include an information sharing process that complies with federal privacy laws	Yes	
	MOUs must include a mechanism for school districts to receive feedback regarding SROs' activities and actions	Yes	
	MOUs must report supervisory authorities	Yes	
	MOUs should contain information on pre- and in-service training	Yes	
	MOUs should contain information on annual performance monitoring	Yes	
	MOUs should contain language specifying that SROs are not responsible for discipline that does not involve criminal conduct	Yes	
	MOUs should have development teams that include law enforcement, school administrators, students, families, social service providers, and other community members	Yes; we examine both selection input and ongoing engagement with the community	
FBI	MOUs should specify that SROs need multi-faceted training provided by both police and school districts on topics related to children/ adolescents	Yes	
	MOUs creating SRO programs should be the result of community surveys indicating that school staff, parents, and students support implementing a SRO program	No; while we believe this is best practice to create a SRO program, this language doesn't need to be in MOUs to guide the operation of a SRO program after it is established	
	MOUs should include SRO selection teams that include community members	Yes	
MGL § 37P	MOUs should specify the process for selecting SROs	Yes; we examine both criteria for selection and who is involved in selection	
	The mechanisms to incorporate SROs into the school environment	Yes	
	Information sharing	Yes	
	Supervision and lines of communication	Yes; we examine supervision and reporting to school administrators	
	Training including child and adolescent development, conflict resolution and diversion strategies, and de-escalation tactics	Yes; we examine whether MOUs require training in restorative justice (conflict resolution and diversion), school safety topics (de-escalation), and children and adolescents	
	Reporting school-based arrests	Yes	
	State that SROs shall not serve as school disciplinarians	Yes	
	State that SROs shall not serve in place of licensed school psychologists, psychiatrists, or counselors	No; we did not observe any MOUs in CT to include language to this extent	
	State that SROs shall not use police powers to address traditional school discipline issues	Yes; we interpret this similarly to "SROs shall not serve as school disciplinarians"	
	Describe the SRO uniform	Yes	
	Describe policies related to use of police force, arrest, citation and court referral on school property	Yes; we examine procedures related to restraint, weapons, and school-based arrests as well as reporting for citations and court referrals	
	Process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators	Yes	
	Chain of command	Yes	
	Performance evaluation standards	Because performance evaluation language varied so widely, we looked at whether MOUs required performance evaluations and how frequently	
	Protocols for diversion	Yes	
	NASRO	Outlines duties for SROs beyond those of traditional law enforcement officers	Yes
		Prohibit SROs from becoming involved in formal school discipline situations	Yes
Training in restorative practices		Yes	
Use of restorative practices in schools		Yes	
School safety training		Yes	
NPSC	Monitoring data to detect and address racial disparities	Yes	
	Training on child development and racial disparities	Yes; we ask about training on issues related to children and adolescents. CT basic police training includes 24 hours related to social justice.	
	Clear roles and responsibilities of SROs	Yes	
	Clear expectations of time commitments for law enforcement, mentorship, and education	No; we did not observe any MOUs in CT to include language to this extent	
	Codes of conduct for intervening in school disciplinary incidents	We ask about prohibiting or discouraging involvement in school discipline; we did not observe any MOUs in CT to include codes of conduct to this extent	
CT Voices	Prohibiting SROs from engaging in formal law enforcement interventions with children under a certain age	Yes; we ask about interviewing, school-based arrests, and other age-based distinctions	
	Specifying policies and procedures related to chemical and electric weapons	Yes	
	Clear guidelines outlining student rights in schools related to searches, questioning, use of force, restraint, and arrests	Yes	
	Prioritizing use of diversion and restorative practices	Yes	

## APPENDIX B

School District	Source Listing SROs	MOU Obtained
Ansonia School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Avon School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Berlin School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Bethel School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Bridgeport School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Bristol School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Brookfield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Cheshire School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Clinton School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Colchester School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Connecticut Technical Education and Career System	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Cromwell School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Danbury School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Darien School District	Civil Rights Data Collection, 2020-2021	No
East Haddam School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
East Hartford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
East Haven School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
East Lyme School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
East Windsor School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Easton School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Ellington School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Enfield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Fairfield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Farmington School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Glastonbury School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Greenwich School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Groton School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Guilford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Hamden School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Hebron School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Killingly School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Lebanon School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Litchfield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Madison School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Manchester School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Meriden School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Middletown School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Milford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Monroe School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Montville School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Naugatuck School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
New Britain School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
New Canaan School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
New Fairfield School District	Civil Rights Data Collection, 2020-2021	No
New Haven School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
New Milford School District	Civil Rights Data Collection, 2020-2021	Yes
Newington School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Newtown School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
North Haven School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Norwalk School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Norwich School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Old Saybrook School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Orange School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Oxford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Plainville School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Plymouth School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Putnam School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Regional School District 05	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Regional School District 06	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Regional School District 07	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Regional School District 08	Civil Rights Data Collection, 2020-2021	Yes
Regional School District 09	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Regional School District 10	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Regional School District 12	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Regional School District 13	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Regional School District 14	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Regional School District 15	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Ridgefield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Rocky Hill School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Seymour School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Shelton School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Simsbury School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Somers School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
South Windsor School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Southington School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Stafford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Stamford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Stratford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Suffield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Tolland School District	Civil Rights Data Collection, 2020-2021	No
Torrington School District	Civil Rights Data Collection, 2020-2021	No
Vernon School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Wallingford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Waterbury School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Waterford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Watertown School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
West Hartford School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
West Haven School District	Civil Rights Data Collection, 2020-2021	No
Weston School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Westport School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Wethersfield School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Windham School District	Civil Rights Data Collection, 2020-2021	Yes
Wilton School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	No
Windsor School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Windsor Locks School District	Civil Rights Data Collection, 2020-2021	Yes
Wolcott School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes
Woodbridge School District	Bernhardt, Lomas, Gill Lopez, & Arslan, 2022	Yes

## ENDNOTES

- 1 Paige, M. (2023, January 13). *Disciplining Students with Disabilities: New Guidance from the Department of Education Underlines Schools' Responsibility to Avoid Discrimination*. Principal Magazine. <https://www.naesp.org/resource/disciplining-students-with-disabilities/>
  - 2 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
  - 3 Nelson, J., Ruth, L., & Ricks, A. (2020, May 27). *Beyond Exclusionary Discipline: Re-Conceptualizing Connecticut's School to Prison Pipeline to Address Root Causes*. Connecticut Voices for Children. <https://ctvoices.org/publication/beyond-exclusionary-discipline-re-conceptualizing-connecticuts-school-to-prison-pipeline-to-address-root-causes-2/>
  - 4 Johnson, A., & Ali-Smith, M. (2022, April 28). *Diversion Programs, Explained*. Vera Institute of Justice. <https://www.vera.org/diversion-programs-explained>
  - 5 U.S. Department of Education. (2021, August 25). *Family Educational Rights and Privacy Act (FERPA)*. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
  - 6 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
  - 7 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
  - 8 Admissibility of admission, confession or statement in juvenile proceedings. Conn. Gen. Stat. § 46b-137. (2012). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-137](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-137)
  - 9 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)
  - 10 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
  - 11 Physical Restraint and Seclusion of Students by School Employees. Conn. Gen. Stat. § 10-236b (2018). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-236b](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-236b)
  - 12 Pointer, L. (2021, August 5). *What is "Restorative Justice" and How Does it Impact Individuals Involved in Crime?* Bureau of Justice Assistance National Training and Technical Assistance Center. <https://bjatta.bja.ojp.gov/media/blog/what-restorative-justice-and-how-does-it-impact-individuals-involved-crime>
  - 13 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
  - 14 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
  - 15 Youth Service Bureaus. Report. Regulations. Conn. Gen. Stat. § 10-19m. (2019). [https://www.cga.ct.gov/current/pub/chap\\_164.htm#sec\\_10-19m](https://www.cga.ct.gov/current/pub/chap_164.htm#sec_10-19m)
  - 16 An Act Concerning School Resource Officers. S.B. 1095 (Conn. 2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1095](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1095)
  - 17 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
  - 18 Adelaye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- Stokes Hudson, C., Ruth, L., & Waithe-Simmons, W. (2019). *Policing Connecticut's Hallways: The Prevalence and*

*Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/policing-connecticuts-hallways-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>

19 Dycus, J. (2008). Hard lessons: School resource officer programs and school-based arrests in three Connecticut towns. Hartford: ACLU; ACLU CT. Retrieved from: <https://neighborsvt.org/knowledge/hard-lessons-school-resource-officer-programs-and-school-based-arrests-in-three-connecticut-towns/>

20 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests. Conn. Public Act 15-168 (2015). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which\\_year=2015&bill\\_num=168](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2015&bill_num=168)

21 Education Committee Joint Favorable Report An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests. H.B. 6934. (Conn. 2015, March 11). <https://www.cga.ct.gov/2015/JFR/H/2015HB-06834-R00ED-JFR.htm>

22 Adelaye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>

Stokes Hudson, C., Ruth, L., & Waithe-Simmons, W. (2019). *Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/policing-connecticuts-hallways-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>

23 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)

24 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)

An Act Making Certain Revisions to the Education Statutes. Conn. Public Act 23-208. (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which\\_year=2023&bill\\_num=208](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2023&bill_num=208)

An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth. Conn. Public Act 24-45 (2024). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which\\_year=2024&bill\\_num=45](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2024&bill_num=45)

25 Bernhardt, A., Lomas, G., Gill Lopez, P., & Arslan, H. (2022, December 1). The role and impact of school resource officers in Connecticut: A report completed for the General Assembly Judiciary Committee. Connecticut Center for School Safety and Crisis Preparation, Western Connecticut State University, Danbury, CT. <https://westcollections.wcsu.edu/server/api/core/bitstreams/efc1dbca-ad97-4123-ad4e-c382c70fd447/content>

26 Adelaye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>

Nelson, J., Ruth, L., & Ricks, A. (2020, May 27). *Beyond Exclusionary Discipline: Re-Conceptualizing Connecticut's School to Prison Pipeline to Address Root Causes*. Connecticut Voices for Children. <https://ctvoices.org/publication/beyond-exclusionary-discipline-re-conceptualizing-connecticuts-school-to-prison-pipeline-to-address-root-causes-2/>

Stokes Hudson, C., Ruth, L., & Waithe-Simmons, W. (2019). *Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/policing-connecticuts-hallways-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>

27 Anderson, K. A. (2018). Policing and Middle School: An Evaluation of a Statewide School Resource Officer Policy. *Middle Grades Review*, 4(2), n7. <https://scholarworks.uvm.edu/mgreview/vol4/iss2/7>

28 Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools*, 43(6), pp. 701-712. Doi: 10.1002/pits.20177

29 Kinnaird, B. A. (2007). Exploring liability profiles: A proximate cause analysis of police misconduct: Part II. *International Journal of Police Science & Management*, 9(3), 201-213. Doi: 10.1350/ijps.2007.9.3.201

- 30 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)
- 31 Schweit, K. W., & Mancik, A. M. (2017, April 11). *School Resource Officers and Violence Prevention: Best Practices (Part One)*. United States Department of Justice: FBI Law Enforcement Bulletin. <https://leb.fbi.gov/articles/featured-articles/school-resource-officers-and-violence-prevention-best-practices-part-one>
- 32 Schweit, K. W., & Mancik, A. M. (2017, May 10). *School Resource Officers and Violence Prevention: Best Practices (Part Two)*. United States Department of Justice: FBI Law Enforcement Bulletin. <https://leb.fbi.gov/articles/featured-articles/school-resource-officers-and-violence-prevention-best-practices-part-two>
- 33 Massachusetts Office of the Child Advocate. (2020, December 1). *Fewer Youth Involved in Massachusetts' Juvenile Justice System Following Criminal Justice Reforms*. State of Massachusetts. <https://www.mass.gov/news/fewer-youth-involved-in-massachusetts-juvenile-justice-system-following-criminal-justice-reforms>
- 34 School Resource Officers; Model School Resource Officer Memorandum of Understanding; Review Commission; Assignment of Officers. Mass. Gen. Laws Ann. ch. 71, § 37P (West). <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37P>
- 35 NASRO. (2012) *Sample Memorandum of Understanding*. National Association of School Resource Officers. <https://www.nasro.org/clientuploads/members%20only/MOUsampleB2012.pdf>
- 36 NASRO (2015, August 14). *NASRO Position Statement on Police Involvement in Student Discipline*. National Association of School Resource Officers. <https://www.nasro.org/aboutnasro/nasro-position-statement-on-police-involvement-in-student-discipline/>
- 37 Rosiak, J. (2021, June 28). *How School-Based Law Enforcement Can Engage in Restorative Practices*. National Association of School Resource Officers. <https://www.nasro.org/news/2021/06/28/news-releases/how-school-based-law-enforcement-can-engage-in-restorative-practices/>
- 38 Terrell, S., & Smith, P. (2021, Feb 22). *School Resource Officers and Racial Disparities in School Discipline and Juvenile Justice Referrals*. National Prevention Science Coalition. <https://www.npscoalition.org/post/school-resource-officers-and-racial-disparities-in-school-discipline-and-juvenile-justice-referrals>
- 39 Adelaiye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- Nelson, J., Ruth, L., & Ricks, A. (2020, May 27). *Beyond Exclusionary Discipline: Re-Conceptualizing Connecticut's School to Prison Pipeline to Address Root Causes*. Connecticut Voices for Children. <https://ctvoices.org/publication/beyond-exclusionary-discipline-re-conceptualizing-connecticuts-school-to-prison-pipeline-to-address-root-causes-2/>
- Stokes Hudson, C., Ruth, L., & Waithe-Simmons, W. (2019). *Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/policing-connecticuts-hallways-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- 40 Jiang, C. (2020). *No Place for a Child: Alternatives for Children Under 12 in Connecticut's Juvenile Justice System*. Connecticut Voices for Children. <https://ctvoices.org/publication/no-place-for-child-alternatives-for-children-under-12-in-connecticuts-juvenile-justice-system-2/>
- 41 Clarkin, C. N. et al. (2024). *2024 Candidate Briefing Book*. Connecticut Voices for Children. <https://ctvoices.org/publication/2024-candidate-briefing-book/>
- 42 Bernhardt, A., Lomas, G., Gill Lopez, P., & Arslan, H. (2022, December 1). *The role and impact of school resource officers in Connecticut: A report completed for the General Assembly Judiciary Committee*. Connecticut Center for School Safety and Crisis Preparation, Western Connecticut State University, Danbury, CT. <https://westcollections.wcsu.edu/server/api/core/bitstreams/efc1dbca-ad97-4123-ad4e-c382c70fd447/content>
- 43 United States Department of Education Office for Civil Rights. (2024, August 2). *Civil Rights Data Collection: 2020-2021 School Year*. <https://civilrightsdata.ed.gov/about/crdc>
- 44 NASRO. (2012) *Sample Memorandum of Understanding*. National Association of School Resource Officers.

<https://www.nasro.org/clientuploads/members%20only/MOUsampleB2012.pdf>

- 45 Connecticut Regional School District 5. *Students: Roles and Responsibilities of Armed School Security Officers*. R5142.41(a). Amity Regional School District No. 5 Board of Education, 2022. [https://resources.finalsite.net/images/v1666698176/amityregion5org/iqaf8jmxzflyqyepqg/R5142\\_41\\_RolesAndResponsibilitiesArmedSchoolSecurityOfficers\\_082622.pdf](https://resources.finalsite.net/images/v1666698176/amityregion5org/iqaf8jmxzflyqyepqg/R5142_41_RolesAndResponsibilitiesArmedSchoolSecurityOfficers_082622.pdf)
- 46 Connecticut Technical Education and Career System. *Memorandum of Agreement Between the Department of Emergency Services and Public Protection Division of State Police and Connecticut Technical Education and Career System*. Connecticut Technical Education and Career System Office of the Superintendent. Requested from the Superintendent.
- 47 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
- 48 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)
- 49 Newington Police Department and the Newington Board of Education. (2023, November 13). *2023-2025 School Resource Officer Memorandum of Understanding Between the Newington Police Department and the Newington Board of Education*. Newington Public Schools. Requested from the Superintendent.
- 50 Schweit, K. W., & Mancik, A. M. (2017, April 11). *School Resource Officers and Violence Prevention: Best Practices (Part One)*. United States Department of Justice: FBI Law Enforcement Bulletin. <https://leb.fbi.gov/articles/featured-articles/school-resource-officers-and-violence-prevention-best-practices-part-one>
- 51 Hamden Public Schools. *School Resource Officer Program Agreement between the Hamden Police Department and the Hamden Board of Education*. Hamden Public Schools. <https://www.hamden.org/board-of-education/hps-security-resource-officer-sro-mou>
- 52 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)
- 53 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
- 54 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)
- 55 School Resource Officers; Model School Resource Officer Memorandum of Understanding; Review Commission; Assignment of Officers. Mass. Gen. Laws Ann. ch. 71, § 37P (West). <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37P>
- 56 Hamden Public Schools. *School Resource Officer Program Agreement between the Hamden Police Department and the Hamden Board of Education*. Hamden Public Schools. <https://www.hamden.org/board-of-education/hps-security-resource-officer-sro-mou>
- 57 Plymouth Police Department. *Memorandum of Understanding Between Plymouth Public Schools and Plymouth Police Department (PPD Rev. 1/19)*. Plymouth Public Schools Office of the Superintendent of Schools. Requested from the Superintendent.
- 58 School District of Cheshire and the Town of Cheshire Police Department. *Cheshire School Resource Officer*. School District of Cheshire Office of the Superintendent of Schools. Requested from the Superintendent.
- 59 Seymour Board of Education. *Memorandum of Understanding Between the Seymour Board of Education and the Seymour Police Department School Resource Officer Program*. Seymour School District Office of the Superintendent of Schools. Requested from the Assistant to the Superintendent.
- 60 East Hartford Public Schools. *Memorandum of Agreement Between the East Hartford Police Department and the East Hartford Public Schools*. East Hartford Public School District Executive Leadership Team. Requested from the

Superintendent.

61 Physical Restraint and Seclusion of Students by School Employees. Conn. Gen. Stat. § 10-236b (2018). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-236b](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-236b)

62 Lunch periods. Recess. Undirected play. Boards to adopt policies addressing limitations to physical exercise. Conn. Gen. Stat. § 10-221o (2013). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-221o](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-221o)

63 Perry, D. M. (2015, August 5). *Why Handcuffing Children is a Really Bad Idea*. CNN.com <https://www.cnn.com/2015/08/05/opinions/perry-handcuffed-child/index.html>

64 Critchfield, H. (2020, November 3). *Pepper-Sprayed on their Way to the Polls: What is Pepper Spray's Impact on Children?* North Carolina Health News. <https://www.northcarolinahealthnews.org/2020/11/03/pepper-spray-more-dangerous-for-children-experts-say/>

65 Colchester Board of Education. *Agreement Between the Connecticut State Police/Colchester Resident State Troopers' Office and the Colchester Board of Education Governing the Colchester School Resource Officer Program*.

66 Enfield Police. *Memorandum of Understanding Enfield School Resource Officer*. Enfield Public School District Office of the Superintendent of Schools. Requested from the Executive Assistants to the Superintendent of Schools.

67 United States Concealed Carry Association. (2024, May 10). *Which States Allow Teachers to Carry Concealed*. <https://www.usconcealedcarry.com/blog/which-states-allow-teachers-to-carry-concealed/>

68 Jordan, H. (2017, March 31). *Don't Arm School Police*. American Civil Liberties Union. <https://www.aclu.org/news/juvenile-justice/dont-arm-school-police>

Jenkins, W. (2023, April 13). *Schools Cannot Rely on School Resource Officers to Stop School Shootings*. Urban Institute. <https://www.urban.org/urban-wire/states-cannot-rely-school-resource-officers-stop-school-shootings>

69 Drane, K. (2021, December 2). *Every Incident of Mishandled Guns in Schools*. Giffords Law Center. <https://giffords.org/lawcenter/report/every-incident-of-mishandled-guns-in-schools/>

70 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)

71 Guilford Public Schools. *Memorandum of Understanding Between the Guilford Public Schools and the Guilford Police Department*. Guilford Public Schools Office of the Superintendent of Schools. Requested from the Assistant Superintendent.

72 Waterbury Board of Education. *Amendment 1 Memorandum of Agreement By and Between Waterbury Board of Education and Waterbury Police Department*. Waterbury Public Schools. <https://resources.finalsite.net/images/v1724693122/waterburyk12ctus/ybli0hhwxqvbvst8hjdi/82624FullyExecutedSROMOA.pdf>

73 School Resource Officers; Model School Resource Officer Memorandum of Understanding; Review Commission; Assignment of Officers. Mass. Gen. Laws Ann. ch. 71, § 37P (West).

74 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)

75 Office of Community Oriented Policing Services. (2022, April). *Fact Sheet: School Resource Officer Memorandum of Understanding*. U.S. Department of Justice. [https://cops.usdoj.gov/pdf/2022AwardDocs/SRO\\_MOU.pdf](https://cops.usdoj.gov/pdf/2022AwardDocs/SRO_MOU.pdf)

76 Plymouth Police Department. *Memorandum of Understanding Between Plymouth Public Schools and Plymouth Police Department (PPD Rev. 1/19)*. Plymouth Public Schools Office of the Superintendent of Schools. Requested from the Superintendent.

77 Plymouth Police Department. *Memorandum of Understanding Between Plymouth Public Schools and Plymouth Police Department (PPD Rev. 1/19)*. Plymouth Public Schools Office of the Superintendent of Schools. Requested from the Superintendent.

- 78 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
- 79 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
- 80 Plymouth Police Department. *Memorandum of Understanding Between Plymouth Public Schools and Plymouth Police Department (PPD Rev. 1/19)*. Plymouth Public Schools Office of the Superintendent of Schools. Requested from the Superintendent.
- 81 Arrest of Child. Notice of Arrest. Conn. Gen. Stat. § 46b-133 (2019). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-133](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-133)
- 82 Admissibility of admission, confession or statement in juvenile proceedings. Conn. Gen. Stat. § 46b-137. (2012). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-137](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-137)
- 83 Terrell, S., & Smith, P. (2021, Feb 22). *School Resource Officers and Racial Disparities in School Discipline and Juvenile Justice Referrals*. National Prevention Science Coalition. <https://www.npscoalition.org/post/school-resource-officers-and-racial-disparities-in-school-discipline-and-juvenile-justice-referrals>
- 84 An Act Making Certain Revisions to the Education Statutes. Conn. Public Act 23-208 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which\\_year=2023&bill\\_num=208](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2023&bill_num=208)
- 85 Newington Police Department and the Newington Board of Education. (2023, November 13). *2023-2025 School Resource Officer Memorandum of Understanding Between the Newington Police Department and the Newington Board of Education*. Newington Public Schools. Requested from the Superintendent.
- 86 Adelaiye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- Stokes Hudson, C., Ruth, L., & Waithe-Simmons, W. (2019). *Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/policing-connecticuts-hallways-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- 87 Bernard James (2008). Student Searches: Part II: Fine-Tuning the Educator/SRO Relationship. Journal of School Safety (Summer 2008), <https://nasro.org/cms/wp-content/uploads/2017/11/Student-Searches-JOSSummer-2008.pdf>
- 88 Adelaiye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- 89 West Hartford Public School District. *School Resource Officer Agreement: Agreement Between the West Hartford Police Department and the West Hartford Public Schools for the School Resource Officer Program*. West Hartford Public School District Office of the Superintendent of Students. Requested from the Assistant Superintendent.
- 90 Guilford Public Schools. *Memorandum of Understanding Between the Guilford Public Schools and the Guilford Police Department*. Guilford Public Schools Office of the Superintendent of Schools. Requested from the Assistant Superintendent.
- 91 State v. D.R., 84 Wn. App. 832 (Wash. Ct. App. 1997).
- 92 Admissibility of admission, confession or statement in juvenile proceedings. Conn. Gen. Stat. § 46b-137. (2012). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-137](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-137)
- 93 South Windsor Police Services. *COPS in Schools Application: Mission Statement/Memorandum of Understanding*. South Windsor School District Office of the Superintendent of Schools. Requested from the Superintendent of Schools.
- 94 Danbury Public School District. *Memorandum of Understanding Between The Danbury Public Schools And The Danbury Police Department RE: School Resource Officer Program*. Danbury Public School District Office of the Superintendent of Schools. Requested from the Superintendent of Schools.

- Annie E. Casey Foundation. (2024, May 14). *Divert Youth from Prosecution with Promising State and Local Efforts*. Annie E. Casey Foundation. <https://www.aecf.org/blog/divert-youth-from-prosecution-with-promising-state-and-local-efforts#:~:text=Diversion%20typically%20yields%20better%20outcomes,success%20in%20education%20and%20employment>.
- 95 Jiang, C. (2020). *No Place for a Child: Alternatives for Children Under 12 in Connecticut's Juvenile Justice System*. Connecticut Voices for Children. <https://ctvoices.org/publication/no-place-for-child-alternatives-for-children-under-12-in-connecticuts-juvenile-justice-system-2/>
- 96 Definitions. Conn. Gen. Stat. § 46b-120. (2021). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-120](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-120)
- 97 Crimes Analysis Unit. *Crime in Connecticut 2022: Annual Report of the Uniform Crime Reporting Program*. Connecticut Department of Emergency Services & Public Protection. <https://portal.ct.gov/-/media/despp/csp/crimes-analysis/2022/crime-in-connecticut-annual-report-2022.pdf>
- 98 Seacrest, L. (2023). *Treating Kids Like Kids: "Raise the Age" Laws Align Juvenile Justice with Neuroscience and Common Sense*. R Street Institute. <https://www.rstreet.org/research/treating-kids-like-kids-raise-the-age-laws-align-juvenile-justice-with-neuroscience-and-common-sense/>
- 99 Juvenile Justice and Human Rights in the Americas, Inter-American Commission on Human Rights. (2011). *Legal Minimum Ages and the Realization of Adolescents' Rights*. UNICEF. <https://www.unicef.org/lac/media/2771/file/PDF%20Minimum%20age%20for%20criminal%20responsibility.pdf>
- 100 Connecticut Judicial Branch. Court Support Services Division. 2022. *Under-15 Court Referral Deep Dive*, November 11, 2022.
- 101 Enfield Police. *Memorandum of Understanding Enfield School Resource Officer*. Enfield Public School District Office of the Superintendent of Schools. Requested from the Executive Assistants to the Superintendent of Schools.
- 102 Hamden Public Schools. *School Resource Officer Program Agreement between the Hamden Police Department and the Hamden Board of Education*. Hamden Public Schools. <https://www.hamden.org/board-of-education/hps-security-resource-officer-sro-mou>
- 103 Tow Youth Justice Institute. (n.d.) *Connecticut Institute for Youth and Police Relations*. Tow Youth Justice Institute and the Center for Advanced Policing at the University of New Haven. <https://towyouth.newhaven.edu/ciyp/>
- 104 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)
- 105 Pioneer Press. (2024). *Minn. SROs can use prone restraint on students in 'physically dangerous' situations, new law states*. Police1. <https://www.police1.com/sro/minn-sros-can-use-prone-restraints-on-students-in-physically-dangerous-situations-new-law-states>
- Borelle, R., & Monteiro-Endow, E. (2024). *Restraint and Seclusion in California Schools: Findings and Recommendations from the 2021-2022 School Year Data*. Disability Rights California. <https://www.disabilityrightscalifornia.org/custom-page/restraint-and-seclusion-in-california-schools-findings-and-recommendations-from-the>
- 106 Wald, J., & Thurau, L. H. (2022, January) *Catch & stun: The use and abuse of conducted electrical weapons (CEWS) on children and youth*. Strategies for Youth. [https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/01/SFY\\_Catch-and-Stun\\_fnl-rev\\_web.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/01/SFY_Catch-and-Stun_fnl-rev_web.pdf)
- 107 Wald, J., & Thurau, L. H. (2022, January) *Catch & stun: The use and abuse of conducted electrical weapons (CEWS) on children and youth*. Strategies for Youth. [https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/01/SFY\\_Catch-and-Stun\\_fnl-rev\\_web.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2022/01/SFY_Catch-and-Stun_fnl-rev_web.pdf)
- 108 Stephens, G. (2021, August 29). *Alternatives to Restraint & Seclusion*. Alliance Against Seclusion & Restraint. <https://endseclusion.org/2021/08/29/what-are-the-alternatives-to-restraint-and-seclusion/>
- 109 NASRO (2015, August 14). *NASRO Position Statement on Police Involvement in Student Discipline*. National Association of School Resource Officers. <https://www.nasro.org/aboutnasro/nasro-position-statement-on-police-involvement-in-student-discipline/>

- 110 Connery, C. (2020, October 27). *The Prevalence and Price of Police in Schools*. UConn Center for Education Policy Analysis. <https://education.uconn.edu/2020/10/27/the-prevalence-and-the-price-of-police-in-schools/#:~:text=Overall%2C%20research%20suggests%20that%20SROs,school%2Dto%2Dprison%20pipeline.&text=For%20example%2C%20schools%20that%20employed,that%20of%20schools%20without%20police.>
- 111 Rosenbaum, D. P., Lawrence, D. S., Hartnett, S. M., McDevitt, J., & Posick, C. (2015). Measuring procedural justice and legitimacy at the local level: the police–community interaction survey. *Journal of Experimental Criminology*, 11, 335-366. <https://doi.org/10.1007/s11292-015-9228-9>
- 112 Antrobus, E., Bennett, S., Mazerolle, L., & Eggins, E. (2019). Parental and student perceptions of procedural justice and legitimacy in the context of truancy: Results from a randomized field trial. *Australian & New Zealand Journal of Criminology*, 52(4), 534-557. <https://doi.org/10.1177/0004865819853320>
- 113 Brent, J. J., & Wilson, A. (2018). Student responses to policing in schools. *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*, 351-367.
- 114 Adelaiye, S., & Ruth, L. (2021). *Protecting or Pushing Out: The Prevalence and Impact of School Resource Officers in Connecticut*. Connecticut Voices for Children. <https://ctvoices.org/publication/protecting-or-pushing-out-the-prevalence-and-impact-of-school-resource-officers-in-connecticut/>
- 115 Admissibility of admission, confession or statement in juvenile proceedings. Conn. Gen. Stat. § 46b-137. (2012). [https://www.cga.ct.gov/current/pub/chap\\_815t.htm#sec\\_46b-137](https://www.cga.ct.gov/current/pub/chap_815t.htm#sec_46b-137)
- 116 Memorandum of Understanding re School Resource Officers. Conn. Gen. Stat. Ann. § 10-233m (2021). [https://www.cga.ct.gov/current/pub/chap\\_170.htm#sec\\_10-233m](https://www.cga.ct.gov/current/pub/chap_170.htm#sec_10-233m)
- 117 Jiang, C. (2020). *No Place for a Child: Alternatives for Children Under 12 in Connecticut's Juvenile Justice System*. Connecticut Voices for Children. <https://ctvoices.org/publication/no-place-for-child-alternatives-for-children-under-12-in-connecticuts-juvenile-justice-system-2/>
- 118 Mancini, E. (n.d.) *SBDI: The Connecticut School-Based Diversion Initiative*. Child Health and Development Institute. <https://www.chdi.org/our-work/school-based-mental-health/sbdi/>
- 119 Randall, K. (n.d.) *Mobile Crisis Intervention Services*. Child Health and Development Institute. <https://www.chdi.org/our-work/evidence-based-practices/emps/>
- 120 An Act Concerning Transparency in Education. Conn. Public Act 23-167 (2023). [https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which\\_year=2023&bill\\_num=1](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&which_year=2023&bill_num=1)