

Memorandum of Agreement

By and Between
Windham Public Schools
and
Willimantic Police Department

I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.

The parties agree to the following principles upon which this agreement is founded.

- A. The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.
- B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.
- C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior.
- D. Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.
- E. Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

II. Purpose of Agreement

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

III. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Convene a School/Police Collaboration Team;
2. Share this agreement with a copy to all school and police personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Put into practice a graduated response to student misbehavior;
5. Monitor implementation of the agreement;
6. Collect data and assess the effectiveness of the agreement; and
7. Modify the agreement as appropriate.

B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.

1. Age, health, and disability or special education status of the student.
2. Prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student's willingness to repair the harm.
5. Parents' willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.

The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered:

1. Race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family.
2. Economic status of the student and family.

C. Graduated Response Model:

The Common Core of Teaching (CCT) states that *"teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning environment."* Teachers at Windham Public Schools embrace the principles of the CCT: *"creating a climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels" and "fostering appropriate standards of behavior that support a productive environment for all students."*

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that have been identified as Level I Behavior Problems. Police Officers should not be involved at this level. More than three incidents of the same behavior, if

not in the same day, will constitute a Level II Behavior Problem which will result in School Administrator Intervention. Classroom intervention options might include redirection, re-teaching, school climate initiatives, moving seats; and the teacher should always initiate parental contact. In addition, the classroom teacher should consider conferencing with the student, a temporary change in environment, a referral to support staff, a team meeting with the student, and/or other appropriate interventions from the Pre-Referral Intervention Manual.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns of Level I Behavior Problems, skipping class, harassment, fighting, and drugs/alcohol. Administration intervention options might include time in the office, extended detention, loss of privilege, reparation, restorative justice, parent conference, in-school suspension, out-of-school suspension, and/or expulsion hearing.

Community Services and Law Enforcement Intervention - When the behavior and needs of the student warrant, an intervention with community services and law enforcement is appropriate. This intervention is managed by the school administrator in collaboration with a student assistance team (SAT). Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as physical aggression, fighting, threatening, assault, tobacco, drugs/alcohol, combustibles, and weapons belong at this level. Community service intervention options should include any Classroom or School Administration interventions and might include referral to the Juvenile Review Board (JRB), referral to the Department of Children & Families (DCF) and any other community service program deemed appropriate. Truant behavior should not lead to an out-of-school option.

Only when classroom, school and community options have been found ineffective (or in an emergency) should the school involve the police. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after Classroom, School Administration and Community Service interventions have been tried. Law enforcement options may include verbal warning, conference with the student, parents, teachers and/or others, referral to other specified diversionary programs, and referral to court.

Graduated Response Model Chart For Windham Public Schools

	Level 1 Disruptive & Offensive Behaviors	Level 2 Chronic Disruption & Serious Behaviors	Level 3 Safety Concern	Level 4 Mandatory Referral to School Resource Officer
Types of Behaviors	<ul style="list-style-type: none"> -Tardy to class -Electronic Devices -Horseplay -Cheating -Offensive Language -Defiance -Disrespect -Disruption to class -Throwing Objects -Teasing -Forgery -Misuse of Computers -Leaving classroom w/o permission -Failure to attend Teacher Detention -Skipping class -other 	<ul style="list-style-type: none"> -Chronic level 1 offenses -Threatening -Verbally abusive -Abusive language -Fighting -Bus Behaviors -Major Defiance of Authority -Truancy -Tardiness -Leaving School Grounds -Physical aggression toward staff -Harassment -other 	<ul style="list-style-type: none"> -Chronic level 2 offenses -Property Damage -Theft -Vandalism -Physical aggression toward staff -Substance Use -Multiple behavioral concerns -Multiple suspensions -Violent behaviors -Anger -Bullying -Threats -other 	<ul style="list-style-type: none"> -Theft or possession of stolen Goods -Robbery -Fighting resulting in Injury -Possession or sale of illegal substances -Combustibles -Weapons -Threats -Property Damage -Threatening with safety Device -Physical assault of staff - other
Person Involved in Intervention	<ul style="list-style-type: none"> -Teacher -Parent/Guardian -Early Intervention Team 	<ul style="list-style-type: none"> -All previous persons involved plus: -Guidance Counselor -School Social Worker -Administrator 	<ul style="list-style-type: none"> -All previous persons involved plus: -School Resource Officer 	ALL
Progressive Intervention options and Discipline Actions	<ul style="list-style-type: none"> -Offer Student Choices -Use Positive Redirection -Provide age appropriate rationales -Role-Play/model expectations -Enlist Parents support Teacher Detention Parent/Student/Teacher Meetings -Refer to Early Intervention Team -Mediation -Disciplinary action per student handbook -Behavioral contractors or Plans -Payback time 	<p><u>-All Previous Level Interventions/Discipline plus:</u></p> <ul style="list-style-type: none"> -Early Intervention Team -Refer to student Support Services (i.e. -- Guidance Counselor attendance office) -Verbal Warning -Parent Contact -Conference with Student and Parent -Refer to Counseling -Behavioral Intervention Plan -Loss of school Privileges -Restitution -Community Services -ISS/OSS -Play by the rules -Consult Resource Officer -Referral to JRB 	<p><u>-All Previous Level Interventions/Discipline plus:</u></p> <ul style="list-style-type: none"> -Therapeutic Groups -Substance abuse groups -Counseling -Intervention Room -Support Behavioral Plan -Referral to Wilderness School -Parent Programs -Parent Project 	<p><u>-All Previous Level Interventions/Discipline plus:</u></p> <ul style="list-style-type: none"> -Verbal Written Warning -Counseling -Mentoring -Restitution -Community Services -Referral to JRB -Parent Contact/Meeting Plan -Referral to Diversionary Programs -Arrest

Intervention Programs and Descriptions

Juvenile Review Board: A board of individuals who meet monthly to offer diversion alternatives for at risk juveniles and their families, based on a model of Balance and Restorative Justice.

Youth may be eligible for the JRB when they are accused of committing offenses falling within the following categories: Delinquency offenses – a child with no prior record who commits a misdemeanor offense, a “D” felony, or violates a local or municipal ordinance, or Family with Service Needs – a child with no prior record who ran away from home; was beyond control of the parent/guardian; engaged in indecent or immoral conduct; had four or more unexcused absences from school in one month or ten or more in one year; was defiant of school rules; is thirteen or older and engaged in sexual intercourse with another person over thirteen, but not more than two years older or younger than themselves.

Therapeutic Detention Group "Play by the Rules": The group will focus on decreasing acting out behaviors and learning positive coping skills.

Parent Project®: Parent Project® is a parent-training program designed specifically for parents struggling with difficult or out of control adolescent children. The program focuses on the most destructive adolescent behaviors including:

- Family conflict
- Poor school performance and attendance,
- Negative peer associations including early teen sexuality, gangs and the occult
- Drug use
- Running away
- Violence
- Teen Suicidality

Parent Project® classes are 10-16 weeks in length and will be offered quarterly in fifteen sites across the state. Classes are free and will be available to any interested parent or guardian. Through these classes, parents will learn how to use powerful interventions at home that will result in:

- Improved relationships with their children
- Improved school attendance
- Less need for community disciplinary resources

V. Duration and Modification of Agreement

This agreement shall become effective **September 1, 2011** and shall remain in full force and effect until such time as the agreement is modified by the consent of the parties. The agreement may be modified at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.



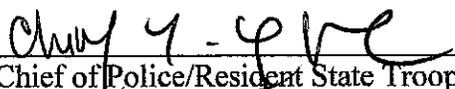
Superintendent of Schools
Ana V. Ortiz
Printed Name

9/28/12
Date

Sworn and subscribed before me on this ____ day of _____, 20____.

Commissioner of the Superior Court/
Notary Public

Commission Expiration Date



Chief of Police/Resident State Trooper
Chief L. Maruzo-Bolduc
Printed Name

10/9/12
Date

Sworn and subscribed before me on this ____ day of _____, 20____.

Commissioner of the Superior Court/
Notary Public

Commission Expiration Date