SCHOOL BASED POLICE OFFICERS AND THE SCHOOL COMMUNITY

Collaboration between School Police and schools is an important step in increasing school safety. The concept of having a school police officer in our schools stems from the practice of community policing. Community Policing utilizes the assistance of community members for identifying and prioritizing problems and developing solutions. The school community may involve the CEO, chiefs, Executive Directors, principals, administrators, teachers, support staff, custodians, nurses social workers, custodians, cafeteria workers, students and parents. As a school police officer members of the school community partner with us to create a welcoming setting that is safe and secure, with a focus on prevention and early intervention through quality relationship building and rapport.
ROLES AND RESPONSIBILITIES

The roles and responsibilities of the school police vary from school to school. A diverse range of duties can be incorporated into the school police officer job description. Some functions served by the school police officer include: law enforcement officer, public safety specialist, community liaison, problem solver, law-related educator, and positive role model.

1. **Law Enforcement Officer** - Although a less performed role, the school police officer is still law enforcement officer with the authority to handle crimes and make arrests and diversions when necessary. It is important to differentiate between routine school discipline and criminal behavior. School police officers should not be involved in routine discipline, but should take the lead on serious criminal violations. (Part I offenses such as homicide, robbery, rape, aggravated assault, theft, stolen autos and part II crimes in progress such as common assault, trespassing and disorderly conduct.

2. **Duties** - Administrators and School Police officers should have a conversation at the beginning of each year or assignment about the types of behaviors that will be handled by administrators. (normal disciplinary interventions) and those involving criminal behaviors. Working together, the administrators and school police should communicate continuously. If a situation occurs, and both the Principal and
SCHOOL POLICE ARE ON THE SCENE, THE PRINCIPAL CAN INDICATE THAT HE/SHE WILL HANDLE THE SITUATION OR REQUEST POLICE ASSISTANCE. IF THE SCHOOL POLICE DETERMINES THAT A SITUATION REQUIRES "POLICE" INTERVENTION, ADMINISTRATORS ARE NOT TO INTERFERE. TO DO SO, IS AGAINST THE LAW. IF AN ADMINISTRATOR IS IN DISAGREEMENT WITH THE OFFICER’S DECISION, A POST-CONFERENCE IS IN ORDER. AN ADMINISTRATOR CAN ALSO CONTACT A PERMANENT RANK SUPERVISOR AND HAVE THEM TO RESPOND TO THE SCHOOL. MEET WITH THE PRINCIPAL DAILY TO DISCUSS POTENTIAL SAFETY CONCERNS AND MUTUAL EXPECTATIONS. CONDUCT INTAKE OF STUDENTS BEING VISIBLE AT ALL TIMES. PATROLLING THE BUILDING AND GROUNDS AT ALL TIMES DURING THE SCHOOL DAY. CHECKING IN WITH ADMINISTRATORS THROUGHOUT THE SCHOOL DAY AND CHECKING FOR SAFETY HAZARDS. BUILDING RAPPORT WITH THE STUDENT POPULATION, PARENTS AND THE ENTIRE SCHOOL COMMUNITY THROUGH QUALITY CONNECTED RELATIONSHIPS. SCHOOL POLICE OFFICERS SHOULD NOT FREQUENT THEIR OFFICES UNLESS THEY ARE CONDUCTING OFFICIAL BUSINESS SUCH AS WRITING A POLICE REPORT OR CONDUCTING AN OFFICIAL INVESTIGATION.

3. **POSITIVE ROLE MODEL**- ONE OF THE MOST INFLUENTIAL ROLE HELD BY A SCHOOL POLICE OFFICER IS THAT OF BEING A POSITIVE ROLE MODEL TO STUDENTS. STUDENTS OFTEN SEEK APPROVAL, DIRECTION AND GUIDANCE INFORMAL INTERACTIONS WITH SCHOOL POLICE OFFICER THAT THEY CAN TRUST. SOME WAYS FOR THE SCHOOL POLICE OFFICER TO BE A POSITIVE ROLE MODEL INCLUDE: SETTING LIMITS BY BEING
CLEAR ABOUT WHAT IS ACCEPTABLE AND UNACCEPTABLE; SETTING AN
EXAMPLE; BEING HONEST: BEING CONSISTENT WITH STUDENTS, STAFF
AND PARENTS; ENCOURAGING APPEARANCE; BEING VISIBLE AND
ACCESSIBLE; TAKE CONCERNS SERIOUSLY AND FOLLOW THROUGH WITH
COMMITMENTS TO TAKE ACTION; PARTICIPATE IN SCHOOL SUPPORT
FUNCTIONS; MAINTAINING A RELATIONSHIP WITH STUDENTS’ PARENTS;
AND MAINTAINING A RELATIONSHIP WITH FACULTY AND THE SCHOOL
ADMINISTRATION.

4. **LAW-RELATED EDUCATOR** - LAW-related education is designed
to teach students fundamentals and skills to become
responsible citizens in a democracy. LAW-related education
teaches social competence, problem solving skills, a sense of
autonomy, and reinforces high expectations for youth and
positive peer norms. This should be a fun and interesting class
and camps with field trips, community service projects, visits
from juvenile justice representatives, classroom
participation, and mock trials or public performances. School
police officers have received training from N.A.S.R.O.
National Association of school resource officers, D.A.R.E.
drug abuses resistance education, G.R.E.A.T. gang resistance
education and training and teen dating matters (Teen dating
violence class).
UPDATED SCHOOL POLICE DUTIES AND RESPONSIBILITIES MEMO

I HAVE READ AND FULLY UNDERSTAND MY RESPONSIBILITIES AS A SCHOOL POLICE OFFICER:

MEMBER: (PRINT NAME/SEQ) ________________________________

MEMBER (SIGNATURE/DATE) ________________________________

SUPERVISOR (PRINT NAME) ________________________________

SUPERVISOR (SIGNATURE/DATE) ________________________________