



**East  
Hartford  
Public  
Schools**

**Memorandum of Agreement Between  
the East Hartford Police Department  
and the East Hartford Public Schools**



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**GRADUATED RESPONSE AGREEMENT**

**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 by 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 AGREEMENT**

#### **A. Summary of Key Points**

The parties agree to:

1. Convene a School/Police Collaboration Team;
2. Share this agreement publicly and 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;
7. Receive training related to social-emotional learning and restorative practices; and
8. 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; and
6. Seriousness of the incident and degree of harm caused.

The parties agree that when determining consequences for students' 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; and
2. Economic status of the student and family.

#### **C. Graduated Response Model**

**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 are passive and non-threatening such as dress code violations and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention options might include redirection, reteaching, school climate initiatives, moving seats; and the teacher should initiate parental contact.

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, defacing school property, truancy, threatening and unacceptable behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate. This intervention is managed by the school administrator or a student assistance team (SAT). Repetitive truancy or defiance of school rules and behaviors that interfere with others such as vandalism or harassments belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and JRBs.

Law Enforcement Intervention - Only when classroom, school and community options have been found ineffective (or in an emergency) should the school involve the police, including the SRO. 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 Assessment and Service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.



## GRADUATED RESPONSE MODEL

	<b>Level 1</b> <b>Low Level Rules</b> <b>Violations &amp; Offensive</b> <b>Behaviors</b>	<b>Level 2</b> <b>Chronic Violations &amp;</b> <b>Disruptive Behaviors</b>	<b>Level 3</b> <b>Serious Disruptive</b> <b>Behaviors &amp; Safety</b> <b>Concerns</b>	<b>Level 4</b> <b>Significantly Disruptive</b> <b>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 Language</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 or 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>Classroom Level:</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>Parent/Teacher conference</li> <li>Referrals to student support personnel</li> </ul> <p>Support Team Engagement:</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</li> <li>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>

**\*\*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.**

#### D. Police Activity at Schools

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows:

1. Police will act through school administrators whenever they plan any activity on school grounds
2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.
3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
  - a. The potential danger to persons;
  - b. The likelihood of destruction of evidence or other property;
  - c. The ability to conduct the investigation, arrest or search elsewhere.
4. When taking a student into custody:
  - a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.
  - b. Whenever possible, students should be taken into custody out of sight and sound of other students.
5. For communities with School Resource Officers, the SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program and the parameters for SRO involvement in school disciplinary matters.

#### IV. REPORTING, DATA COLLECTION, AND MONITORING

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

Each school resource officer will submit a report to the Chief of Police for each investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime no later than five school days after conducting the investigation or behavioral intervention.

Such report will include at a minimum:

1. The date, time and location of the investigation or behavioral intervention
2. The name and badge number of the school resource officer
3. The race, ethnicity, gender, age, and disability status for each student involved
4. The reason for and nature of the investigation or behavioral intervention
5. The disposition of the investigation or behavioral intervention
6. Whether any student involved in the investigation or behavioral intervention was
  - a) searched
  - b) appraised of the student's constitutional rights
  - c) issued a citation or summons
  - d) arrested and/or
  - e) detained, including the amount of time the student was detained.

The Chief of Police shall submit this report to the Superintendent of Schools and the Superintendent will then submit this report to the local or regional board of education of the school district.



*Data Collection* – on a quarterly basis, the following information will be collected.

School—number and types of disciplinary actions, numbers and demographics of students involved, referrals to police.

Police—number and types of school incidents for which police incident reports are written, police actions on incidents.

*Monitoring and Oversight* – on a regular basis and at least quarterly, parties acknowledge and agree that the School/Police Collaboration Team, composed of at least two members from each party, will meet to provide oversight of the agreement and review relevant data and analysis. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation.


**V. TRAINING**

The parties agree that in addition to standard School Resource Officer training, SRO's will receive Professional Development Training; specifically training related to social-emotional learning and restorative practices, that is provided to certified employees of the school system.

**VI. DURATION AND MODIFICATION OF AGREEMENT**

This agreement shall become effective upon signature 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.

  
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Thomas Anderson, Superintendent of Schools

02/09/2024  
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Date

  
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Mack S. Hawkins, Chief of Police

2/13/24  
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Date