

b

Subject: Equity-Based Public Safety	Issue Date:
Chapter: 6	Revision Date:
Policy: 6.7	Total Pages: 14
Reference: TBP: 2.01	

**Commented [1]:** Sorry if I missed this but have we only been provided with and asked to comment on certain portions of RRISD police policy? Why not all policy? This should be an effort that permeates all aspects of policy, not just one section.

## Equity-Based Public Safety

### ACKNOWLEDGMENT OF HARM

We acknowledge that policing is rooted in slave patrols and night watchmen programs designed to regulate people of color and this system has perpetuated harm to those communities.

During the drafting of this policy, the Black Lives Matter movement renewed attention to embedded racial inequities in the United States criminal justice system. The deaths of Breonna Taylor, George, Floyd, Ahmaud Arbery, and the many others who remain nameless, exemplify state-sanctioned violence continuously (re)enacted on Black bodies by law enforcement. These acts of fatal brutality are not rare, singular events; rather, they are inherent features of policing that are historically premised on the subjugation of Black peoples.[1] Moreover, disregard for Black humanity is evident in our legal system structures and every aspect of our society, including schools.

Round Rock ISD acknowledges its complicity in perpetuating systemic racial inequities through policies and practices that ultimately maintain white supremacy. Particularly relevant in this case, RRISD discipline data reveals persistent racial disparities in exclusionary practices—such as suspension, expulsion, and shadow discipline—that feed the school-to-prison pipeline.[2] Thus, our actions as educators contribute to the over-incarceration of people of color and the disproportionate number of Black and Brown youth in juvenile detention centers.[3] This gratuitous violence is beyond redemption. However, Round Rock ISD is committed to working toward racial justice, equity, and healing.

The Round Rock ISD Police Department will create a safe and secure environment for all school-community members. This requires a prioritization of racial equity at the intersection(s) of gender, sexuality, class, and ability. While we recognize the pursuit of racial equity as a never-ending, dynamic process, Round Rock ISD *must* eliminate disciplinary disparities by race. Thus, first and foremost, it is imperative that the Round Rock ISD Police Department does *not* enforce school-based discipline policies. Officers are instead tasked with deterring external threats to school safety. Fundamentally shifting an armed, sworn officer's role from enforcement to protection better situates them to build trusting relationships with students, families, teachers, administrators, and staff, while also

helping to foster positive school climates. This is especially pertinent to the well-being of Black and Brown students, as well as other historically marginalized groups who are disproportionately subjected to police violence. Members of the Round Rock ISD Police Department encourage school-community members to hold officials to the highest standards of equity as we fulfill the duties outlined throughout this policy.

### GUIDING PRINCIPLES

1. The Round Rock ISD Police Department adheres to the basic principles of race equity literacy. These principles are:
  - a. Direct Confrontation Principle - The path to equity requires direct confrontations with inequity. Equity approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.
  - b. The Equity Ideology - Equity is more than a list of practical strategies. Equity is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.
  - c. The Prioritization Principle - Each policy and practice decision should be examined through the question, “How will this impact the most marginalized members of our community?”
  - d. The “Fix Injustice, Not Kids” Principle - Equity initiatives focus not on fixing marginalized people but on fixing the conditions that marginalize people.

### II. POLICY

It is the policy of this department to provide law enforcement services and to enforce the law equally, fairly and without discrimination toward any individual or group. Race, ethnicity or nationality, religion, sex, sexual orientation, economic status, age, cultural group, disability or affiliation with any other identifiable group shall not be used as the basis for providing differing levels of law enforcement service or the enforcement of the law. We shall exercise our sworn duties, responsibilities and obligations in a manner that is equitable and just. We recognize that we all carry implicit biases: in law enforcement the failure to recognize and address biases can lead to illegal arrests, searches and detentions, thus thwarting the mission of our department. Most importantly, actions guided by bias destroy the trust and respect essential for our mission to succeed.

**Commented [2]:** Mental health is not explicitly mentioned at all. There can be an acknowledgment of harm here. Address the harm between police officers and BIPOC. Who is providing the mental health. 87% of discipline is discretionary policy. Mental health professionals engaged in those discretionary discipline placements. Substance abuse, explicit talk. Treatment-based approach to substance approach vs. punitive. What is the district's flexibility around that. Investigation and accountability. Race-based policy, no redress...make sure that student voices are included in this process. Formal way to address police officers and any complaints that they may have.

**Commented [3R2]:** Agree completely with acknowledgement of harm and addressing impacts of trauma...student and parent voice important.

While I am sometimes hesitant to link mental health with policing because of the risk of perpetuating falsehoods (people with mental illness are actually more likely to be victims of crime that perpetrators so should not be viewed primarily through a school safety & security lens). However, given that RRISD has chosen to house its mental health resources under the umbrella of safety and security, I think it should be specifically addressed in policy. SROs should work in close coordination with campus-based mental health center providers and school counselors.

**Commented [4]:** Need clarification - what is the mission?

Three key elements in our work will be:

- positive interactions
- partnerships
- problem-solving

### III. PURPOSE

*\*reword this paragraph as definition. In 2020, we recognize how conversations about public safety must cover all facets of society. As debates wage on in school board meetings, and protests fill the streets, there needs to be a radical reimagining of what public safety is. Public safety means “all kids feel comfortable in the building”; their material needs will be met, they will have an equal opportunity to succeed in their pursuits, and they will be free from every form of violence. Any adults who are present on the school campus should be there to further those goals.*

The purpose of this order is to provide general guidance on reducing the presence of racial bias in law enforcement actions at the intersection of gender, sexuality, religion and ability, to identify key contexts in which bias may influence these actions, and emphasize the importance of the constitutional guidelines within which we operate. This policy meets state mandate requirements in the Texas Code of Criminal Procedures, Article 2.132(b), requiring each law enforcement agency in this state to adopt a policy on Racial Profiling.

Furthermore, this order puts racial and educational equity at the center of decisions made about the overall safety and security and wellbeing of our students, staff, and community.

### IV. DEFINITIONS

Most of the following terms appear in this order. In any case, these terms appear in the larger public discourse about biased enforcement behavior and in other orders. These definitions are intended to facilitate on-going discussion and analysis of our enforcement practices.

- A. Bias: Prejudice or partiality which may be based on preconceived ideas, a person's upbringing, culture, experience or education.
- B. Biased policing: Stopping, detaining, searching, attempting to search or using force against a person based upon his or her race, ethnic background,

**Commented [5]:** Oversight:  
<https://www.nacole.org/>  
Can replace officers with social workers  
How would you disperse social workers vs. police officers  
Look at proportionality of how officers are responding (code of conduct issues vs. criminal issues)  
Could you have a social officer and SRO on every campus?

**Commented [6R5]:** Maybe one SRO in each middle & high school campus plus 1-2 social workers per learning community depending on needs? Elementary schools don't typically have SROs but could use social workers who could divide their time between campuses in the same feeder pattern (RRISD learning communities include one high school, and all the middle and elementary schools that feed that HS.)

**Commented [7R5]:** Also, the addition of social workers should not result in a change to the counselor-to-student ratio. Current elementary student to counselor ratios are still significantly higher than they should be in RRISD.

**Commented [8]:** +hairston@texasappleseed.net does Texas Appleseed have language around this and what "public safety" or "school safety" looks like.  
\_Assigned to Andrew Hairston\_

**Commented [9R8]:** This language might be too broad, but I don't want to necessarily equate the presence of police with public safety. Definitely open to edits.

**Commented [10]:** consider revising +tiffanie\_harrison@roundrockisd.org  
\_Assigned to Tiffanie Harrison\_

**Commented [11]:** Oversight:  
<https://www.nacole.org/>  
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**Commented [12R11]:** Maybe one SRO in each middle & high school campus plus 1-2 social workers per learning community depending on needs? Elementary schools don't typically have SROs but could use social workers who could divide their time between cam ... [2]

**Commented [13R11]:** Also, the addition of social workers should not result in a change to the counselor-to-student ratio. Current elementary student to counselor ratios are still significantly higher than they should be in RRISD.

**Commented [14]:** Does the group agree with these definitions of race and ethnicity?

From the American Sociological Association: ... [3]

gender, sexual orientation, religion, economic status, age, cultural group or any other identifiable group.

- C. Discretionary Discipline: Subjective suspensions (discretionary discipline) are defined as those suspensions where an adult used their judgment to determine if a student's behavior warranted a school suspension. These subjective behaviors require observing the student behavior and placing value judgment on that behavior to determine if the student behavior warranted a specific level of school discipline.
- D. Educational Equity: Raising the achievement of all students while narrowing the gaps between the highest and lowest performing students while eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (Singleton)
- E. Ethnicity: A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).

SOURCE:

Teaching for Diversity and Social Justice: A Sourcebook. Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Routledge, 1997.

- F. Gender Identity - One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth
- G. Probable cause: Facts or apparent facts and circumstances within an officer's knowledge and of which the officer had reasonable, trustworthy information to lead a reasonable person to believe that an offense has been or is being committed and that the suspect has committed it.
- H. Racism:  
Racism = race prejudice + social and institutional power  
Racism = a system of advantage based on race  
Racism = a system of oppression based on race

Racism = a white supremacy system

Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

SOURCE: Dismantling Racism Works web workbook

- I. Racial profiling: A law-enforcement initiated action based on an individual's race, ethnicity or national origin rather than on the individual's behavior or on information identifying the individual as having engaged in criminal activity.
- J. Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fared. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

SOURCE:  
Center for Assessment and Policy Development

- K. Reasonable suspicion: Articulate, objective facts which lead an experienced officer to suspect that a person has committed, is committing or may be about to commit a crime. A well-founded suspicion is based on the totality of the circumstances and does not exist unless it can be articulated. Reasonable suspicion supports a stop of a person. Courts require that stops based on reasonable suspicion be "objectively reasonable".
- L. Sex: A biological classification, male or female, based on physical and genetic characteristics.

M. SROs: NASRO definition...positive framework to talk about school police officers. Sworn LEOs of the State of Texas who are responsible for enforcing the penal code.

- N. Stop: The detention of a subject for a brief period of time based on reasonable suspicion. A stop is an investigative detention.

## V. PROCEDURES

**Commented [15]:** Round Rock ISD Police Department procedures are rooted in Restorative Practices. Restorative Practices are a social science that restores relationships after harm (Kay & Pranis, 2015). The Texas Education Agency has endorsed Restorative Practices in order to "foster belonging over exclusion, social engagement over control and meaningful accountability over punishment (2020). Restorative Practices has been used to address factors of race, class and over incarceration in the United States justice system. SROs should be trained in Restorative Practices and be active members of its implementation. SROs must participate in trainings with administrators, teachers, counselor, restorative practices facilitators, front office/administrative staff and other personnel that traditionally participate in student discipline. SROs must constantly have trainings and documented conversations with staff surrounding the topics of bias, microaggressions, intersectionality, racial inequality, and trauma. Restorative Practices must be a district wide approach to healthy relationships with students. Anyone who interacts with students should be trained in the community building portion of Restorative Practices. / Integration. Bring in additional resources that are complementary to what teachers are doing. Structure them in as educators first. Hold the expectation that they are for racial equity first and foremost as critical to public safety. SYSTEMWIDE.

Have the police officer be stationed outside of the ... [4]

**Commented [16R15]:** Hiring:  
No record  
Not removed from other districts and police departments  
Background process  
Police chief functions as independent HR  
Specific interest in school policing, tie to interview process that exists for everyone else  
Acknowledging that they shouldn't be interacting with kids but we should still have standards for them  
Current district policy in place that teachers/admin should be using to handle situations instead of calling police/SROs.  
Care for children  
Understanding of the school-to-prison pipeline  
Working knowledge of de-escalation  
Needs to be a real committee of people including representatives  
Parents  
Students (high school students that interact with SROs are preferred)  
Community Members  
Policy member from the Equity Task Force  
  
Hiring people who don't have guns. Considering other roles.

District policy must support administrators and other personnel not involving SROs in minor student discipline. Additionally, administrators and other ... [5]

## A. Role and responsibilities

1. See that all regular educational intervention procedures have been put in place before an officer is called; emergency situations notwithstanding.
2. Social workers should be placed with SROs when responding to situations.
3. Officers are prohibited from engaging in bias based profiling or stopping, detaining, searching, arresting or taking any enforcement action including seizure or forfeiture activities against any person based solely on the person's race, ethnic background, gender, sexual orientation, religion, economic status, age, cultural group or any other identifiable group. (TBP: 2.01)
4. Reasonable suspicion or probable cause shall form the basis for any enforcement actions or decisions. Individuals shall only be subjected to stops, seizures or detention upon reasonable suspicion that they have committed, are committing or are about to commit an offense. In all enforcement decisions officers shall be able to articulate specific facts, circumstances and conclusions which support probable cause or reasonable suspicion for arrests, searches, seizures and stops of individuals. Officers shall not stop, detain, arrest, search or attempt to search anyone based solely upon the person's race, ethnic background, gender, sexual orientation, religion, economic status, age, cultural group or any other identifiable group. Officers shall document the elements of reasonable suspicion and probable cause in appropriate reports.
5. Officers shall observe all constitutional safeguards and shall respect the constitutional rights of all persons.
  - a. As traffic stops furnish a primary source of bias-related complaints officers shall have a firm understanding of the warrantless searches allowed by law, particularly the use of consent. How the officer disengages from a traffic stop may be crucial to a person's perception of fairness or discrimination.
  - b. Officers shall not use the refusal or lack of cooperation to justify a search of the person or vehicle or a prolonged detention once reasonable suspicion has been dispelled.

**Commented [17]:** Training for teachers and administrators on the line between policing and behavior management.

6. Officers and departmental staff members shall treat everyone with the same courtesy and respect that they would have others observe to department personnel. To this end, the role of a school resource officer is to first engage students as members of the school community. Students attend school to learn and the first order of business for any SRO is to engage when a major criminal act has taken place. Outside of policing, officers should work to maintain a cordial relationship with staff and students. The SROs role is not that as a mentor, the SROs role is to guarantee public safety.

a. Personnel shall facilitate an individual's access to other governmental services, including the Round Rock ISD social workers and mental health services, whenever possible and shall actively provide referrals to other appropriate agencies.

b. All personnel shall follow all complaint guidelines as outlined in section VI of policy 6.7.

7. When feasible, personnel shall offer explanations of the reasons for enforcement actions or other decisions that bear on an individual's well-being unless the explanation would undermine an investigation or jeopardize an officer's safety. When concluding an encounter, personnel shall thank him or her for cooperating.

8. When feasible, all personnel shall identify themselves by name. When a person requests the information, personnel shall give their departmental identification number, name of the immediate supervisor or any other reasonable information.

9. All personnel are accountable for their actions. Personnel shall justify their actions when asked.

B. Supervisory responsibilities

1. Supervisors shall be held accountable for the observance of constitutional safeguards during the performance of their duties. Supervisors shall identify and correct instances of bias in the work of their subordinates.

2. Supervisors shall use the disciplinary mechanisms of the department to ensure compliance with this order and the constitutional requirements of law enforcement.

3. Supervisors shall be mindful that in accounting for the actions and performance of subordinates, supervisors are the key to maintaining

**Commented [18]:** Marginalized populations may have complex histories of trauma that impact how they interact with law enforcement. Also, members of the school community with mental illness and students in special education may exhibit behaviors that must not be mistaken for lack of cooperation. All people should be given the benefit of the doubt and every effort should be made to de-escalate situations which may result in harm to a member of the school community.

community trust in law enforcement. Supervisors shall continually reinforce the ethic of impartial enforcement of the laws and shall ensure that personnel, by their actions, maintain the community's trust in law enforcement.

4. Supervisors are reminded that biased enforcement of the laws engenders not only mistrust of law enforcement, but increases safety risks to personnel. Lack of control over bias also exposes the department to liability consequences.
5. Supervisors shall be held accountable for any instances of biased enforcement of their subordinates.
6. Supervisors shall ensure that all enforcement actions are duly documented per departmental policy. Supervisors shall ensure that all reports show adequate documentation of reasonable suspicion and probable cause if applicable.
7. Supervisors shall facilitate the filing of any complaints about law enforcement service.

C. Disciplinary consequences

Actions prohibited by this order shall be cause for disciplinary action up to and including dismissal.

D. Training (TBP: 2.01)

1. Officers shall complete all training required by state law regarding bias based profiling and racial equity and diversity training required by the department.

VI. COMPLAINTS

- A. The department shall publish "How to Make a Complaint" folders and make them available at all district facilities and other public locations throughout the district. The department's complaint process and its bias based profiling policy will be posted on the department's website. Whenever possible, the media will be used to inform the public of the department's policy and complaint process.
- B. Complaints alleging incidents of bias based profiling will be fully investigated as described under Policy 4.7.
  1. External review and accountability
    - a. Taken to the citizen oversight committee

**Commented [19]:** Does training have to be the same for all officers? Maybe at least one officer per learning community could be required to have advanced training

**Commented [20]:** TBRI training requirement (6 hours, Trust-Based Relational Intervention)  
Mental Health First Aid Youth  
Race-based trauma, Multigenerational, general and specific to police interactions - not sure if there are existing trainings or would need to create.  
Unconscious Bias  
Systemic Racism  
Restorative Practices  
Adultification Bias  
  
Involve student in ongoing training, case-based discussions.  
  
Not a one-time thing, should be ongoing/continuous.

**Commented [21R20]:** RIDES- Harvard GSE:  
<https://rides.gse.harvard.edu/>  
DEEP (Disruptive Education Equity Project):  
<https://digdeepforequity.org/services/>

**Commented [22]:** Be explicit here. Anti-racism training. School-to-Prison Pipeline. Review existing disciplinary data in Round Rock ISD and assigned campuses. Must show a personal commitment to work in this area.  
  
Also, can we highlight here the responsibility of also educating teachers and principals.

**Commented [23R22]:** Agree, additionally mental health training, de-escalation, transparency in exactly what trainings are in use and who has completed them.

**Commented [24R22]:** Trauma-informed practices training as well.

**Commented [25]:** Should there be a mechanism for Civilian Oversight? Using community volunteers? If so, the makeup of that group needs to be carefully considered.  
Examples of sub-optimal strategies used in other RRISD endeavors include:  
1) campus-based equity committees that exclude parents and students  
2) Committees where members are appointed by RRISD Board of Trustees have resulted in under-representation by POC.

**Commented [26]:** @jeffrey\_yarbrough@roundrockisd.org can you please share Policy 4.7 so that we can see what this is referencing.  
\_Assigned to Jeffrey Yarbrough\_



- C. Complainants will be notified of the results of the investigations when such investigation is completed.

**VII. RECORD KEEPING**

- A. The department will maintain all required records on traffic stops where a citation is issued or where an arrest is made subsequent to a traffic stop pursuant to state law.
- B. The information collected above will be reported to the school board annually.
- C. The information will also be reported to TCOLE in the required format, pursuant to Texas Code of Criminal Procedure, Article 2.132 Law Enforcement Policy on Racial Profiling.
- D. Disaggregate use of force data by race, gender, special education status, and grade level - and report to both the Board of Trustees and the Equity Task Force each year, if not more frequently.
  - 1. Total stops, race/ethnicity, reason for stop, location of stop, reason for search, result of the stop, arrest and use of force (if applicable)

**Commented [27]:** System to track data <https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/123/Board%20Policy%205145.14%20Data%20Tracking%206-2019%20to%2001-20.pdf>

**Commented [28]:** This information should be made public as well

**Commented [29]:** Quarterly reports should not only include arrests/traffic reports, but all disaggregated data by race of incidents responded to as well as any evaluation data from all stakeholders.

**Commented [30R29]:** agree

**Commented [31]:** @meme@wemeasure.org can you please look over record keeping and let us know what kind of records should be kept based on your experience?  
\_Assigned to Meme Styles\_

**Commented [32R31]:** Will do.

**Commented [33]:** We need more data

**Commented [34]:** I feel like the oversight committee may have its own policy, like who makes up the committee, how often they meet, along with specifics of how they hold the district PD accountable?

**Commented [35R34]:** <https://alpha.austin.gov/en/health-safety/policing-in-austin/community-police-review-commission/about-community-police-review-commission/>

**VIII. OVERSIGHT**

EXTERNAL COMMUNITY ACCOUNTABILITY: RRISD PD will have an oversight committee with representation of experts and organizations outside of Round Rock ISD. Must include consultation of the Equity Office and consist of organizations made up of and that serve communities of color.

COMPLAINT PROCESS: Ensure that the process of making a complaint, a compliment, or concern be easily accessible to the public and can also be anonymous. Complaint process will be clearly visible on campuses as well as an online complaint intake form accessible in various languages on the RRISD and safety and security websites. Bi-weekly reports of all complaints will be submitted to the oversight committee for review as well as for public viewing (with redactions of complainant and student names).

COMMUNITY ENGAGEMENT AND OUTREACH: Establish a collaborative relationship with RRISD PD, community members and organizations that encourage actions towards strengthening the level of trust between the community and RRISD PD. All RRISD PD officers will participate in collaborative racial equity professional learning prior to engaging with students and ongoing throughout the school year. SROs will attend a minimum of three trainings per year a minimum of 2 hours each on topics such as child and adolescent development and psychology; age-appropriate responses; cultural competence; Beyond Diversity, Undoing Racism or similar racial equity training; restorative practices; special accommodations for students with disabilities; and the creation of safe spaces for students with disabilities; practices proven to improve school

climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students.

Children should not be subject to formal law enforcement intervention for ordinary school discipline issues. [ACLU] Specify that citations, court referrals, and arrests should not be used against children for most behavioral infractions, particularly normal adolescent behavior and nonviolent infractions (trespassing, loitering, defiance, profanity, failure to follow classroom rules, etc.). Security personnel should only cite, refer, or arrest students when there is no other alternative, and only when there is a serious threat to school safety. \*Clear statement of when child could be arrested. Define how campus admin will use PD.

**Commented [36]:** Need to move to relevant position in policy

RRISD PD will continuously engage the community in conversations around the role of the SRO, with emphasis on separation of law enforcement vs. school handbook enforcement. RRISD PD will conduct semi-annual training with administrators on the role of the SRO with a clear delineation of responsibilities.

TRANSPARENCY: DATA ANALYSIS AND REPORTING:

RRISD PD will share information with the public, with complainants, and with RRISD as permitted by law utilizing data-driven, user-centered, collaborative practices in all areas.

- Shall strategically produce data analysis and reports to inform and provide feedback to Round Rock ISD Police Department the community, and all other stakeholders.
- Comparison data of Round Rock ISD Police Department and other law enforcement agencies
- Look into the causation of police staffing in schools — i.e. more law enforcement officers in East than West, Title I schools vs. non-Title I schools, Middle vs. High School
- Apply data analysis to capture patterns, practices, and trends that can be discussed with Round Rock ISD Police Department

COMMUNITY PANEL/ADVISORY BOARD: Involve community stakeholders in the process to allow the oversight agency to identify and address the key accountability issues that Round Rock ISD is facing.

This includes elimination of policies, practices, attitudes and cultural messages that reinforces differential outcomes by race or fail to eliminate them.

Guiding continuous review of the policy and the practices under the intent of this policy and the policy structure itself.

**Formatted:** Highlight

- Provide an inside look to the community through data analysis about the oversight agency's efforts to institute preventive measures and recommended best practices
- Use regular reports to not only inform the public about policing data but to also identify trends and recognize Austin Police Department organizational

improvement over time Transparency continued on next page 17 | POLICE OVERSIGHT WORKING GROUP RECOMMENDATIONS REPORT Reporting Features • Publish information in reports to the extent allowed under state law • Publish redacted Internal Affairs case summaries • Standardized report of racial profiling • A separate report which discusses efforts and work of the oversight agency • Report on internal operations of the oversight agency • Report on outreach, awareness, and handling of complaints, investigations and discipline • Summary reports on policy, training, hiring changes made by Austin Police Department Transparency: Data Analysis and Reporting Cont'd • Elements in reports may include: — Reporting on complaints, compliments, and concern outcomes — Data visualization on use of force by zip code — Trend infographics with data around specific trends — Reports of all recommendations to the City Manager, community organizations, Public Safety Commission, and APD — A comparison report of Austin's oversight agency to other oversight agencies — A comparison report of APD to other law enforcement agencies — A standardized report of racial profiling — Recommend best practices to the APD and the community

## Resources

[Nacole Austin Police Oversight](#)

### Must specify in the policy:

- I. Introduction, Why police oversight
- II. Who makes up community oversight group
  - A. Parents, students, community advocates,
- III. Term limits, meeting times,
- IV. Processes
- V. Transparency- recommendations and decisions public

Power- way to recommend professional liability when police officers harm youth/assault monetary compensation/funding

13 member body with 3 year terms, staggered or 2 year concurrent

Monthly meetings with police chief and leadership

Complaints go to both chief and oversight committee. Police handle intake, second level investigation. sub-committee dedicated to the complaint process.

Processes to be created by committee

Answer directly to the board

quarterly reports also given to oversight committee  
selection process- collaborative group of stakeholders from district and community  
(possible board appointees similar to SHAC)  
nomination system  
data/names confidentiality by being a community group. FERPA  
Check Essential Components presentation for oversight suggestions  
Learning Community Representation

Patrick Petherbridge - request meeting  
Farah Muscadin - request meeting

Who reports to whom? Community vs. Police Chief making decisions  
How is the community involved?  
How did you create this process? Was it collaborative?  
How does this control for racism within the dept.  
In 2018, Black/African Americans made up 8% of the Austin population, 15% of the motor  
vehicle stops, and 25% of the arrests. 17% of arrests from traffic stops.  
anonymous vs. nonanonymous complaints...  
How do you handle results of all investigations?  
turnaround time?

Find out if police officers are contract - policy has to address  
Chief can do  
appointed by the city manager  
Bylaws Atxpolicemission.org  
2002, oversight, 2018, going through a change, police monitor to oversight. Re-establish  
local gov. 143 find out if RRISD falls under this.  
agree to different terms, if they agree, they can supercede the statute.

Police TCOLE training, not going through specific SRO training  
Use if force policy  
What level of force is acceptable  
APD 786 pages of when they can use force

Community Police Review Commission  
monthly meetings with super and chief  
NACOLE- review board  
conduct through policy

Advisory coucil / Review Boards

| E.



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Oversight:

<https://www.nacole.org/>

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Does the group agree with these definitions of race and ethnicity?

From the American Sociological Association:

Sociology uses and critiques the concepts of race and ethnicity, connecting them to the idea of majority and minority groups and social structures of inequality, power, and stratification. "Race" refers to physical differences that groups and cultures consider socially significant, while "ethnicity" refers to shared culture, such as language, ancestry, practices, and beliefs.

The sociological perspective explores how race and ethnicity are socially constructed and how individuals identify with one or more. Research demonstrates how they are linked to social position and to political and policy debates about issues such as immigration, identity formation, and inter-group relations (including racism).

Round Rock ISD Police Department procedures are rooted in Restorative Practices. Restorative Practices are a social science that restores relationships after harm (Kay & Pranis, 2015). The Texas Education Agency has endorsed Restorative Practices in order to "foster belonging over exclusion, social engagement over control and meaningful accountability over punishment (2020). Restorative Practices has been used to address factors of race, class and over incarceration in the United States justice system. SROs should be trained in Restorative Practices and be active members of its implementation. SROs must participate in trainings with administrators, teachers, counselor, restorative practices facilitators, front office/administrative staff and other personnel that traditionally participate in student discipline. SROs must constantly have trainings and documented conversations with staff surrounding the topics of bias, microaggressions, intersectionality, racial inequality, and trauma. Restorative Practices must be a district wide approach to healthy relationships with students. Anyone who interacts with students should be trained in the community building portion of Restorative Practices. / Integration. Bring in additional resources that are complementary to what teachers are doing. Structure them in as educators first. Hold the expectation that they are for racial equity first and foremost as critical to public safety. SYSTEMWIDE.

Have the police officer be stationed outside of the school building. If there is a true safety emergency (categories of emergencies) then officers are accessible but there is no other reason

they should be inside of a school building as standard practice.

Optics:

Khakis and polo shirt vs. full uniform, might like the uniform better, in an actual emergency you want to know how the officer is

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Hiring:

No record

Not removed from other districts and police departments

Background process

Police chief functions as independent HR

Specific interest in school policing, tie to interview process that exists for everyone else

Acknowledging that they shouldn't be interacting with kids but we should still have standards for them

Current district policy in place that teachers/admin should be using to handle situations instead of calling police/SROs.

Care for children

Understanding of the school-to-prison pipeline

Working knowledge of de-escalation

Needs to be a real committee of people including representatives

Parents

Students (high school students that interact with SROs are preferred)

Community Members

Policy member from the Equity Task Force

Hiring people who don't have guns. Considering other roles.

District policy must support administrators and other personnel not involving SROs in minor student discipline. Additionally, administrators and other personnel must document exhausted efforts to avoid use of exclusionary discipline. Additionally school personnel must have artifacts documenting due diligence if discretionary removes students from their regular learning environment. Every campus should be develop, be assigned and utilize certified Restorative Practices facilitators and coordinators.

Restorative practice educators and coordinators for every campus.