

Safety & Security Task Force

Called Board Meeting
September 9, 2019

Lisa Moore and Aurora Martinez Jones
Co-Chairs and Task Force Members

Draft- Subject to Change

Overview of Collaborative

- In June of 2018, the Round Rock ISD Board of Trustees resolved for a Task Force to explore the create of an ISD Police Department.
- The Exploration Task Force for a Round Rock ISD Police Department was convened and first met on August 21, 2018.
- The Task Force received information from various entities, stakeholders, and community organizations related to the subject matter set forth in the Resolution creating the Task Force.
- In February of 2019, the Round Rock ISD Board of Trustees modified their June 2018 resolution to expand the purpose and allow for consideration of all safety and security matters affecting Round Rock ISD schools. The group was re-named the Safety & Security Task Force.
- Over the course of a year, the Task Force has met multiple times per month to discuss various options for Safety & Security on Round Rock ISD campuses. We have experienced changes in leadership for Round Rock ISD Safety & Security, changes in leadership among our Task Force, pressure from this Board of Trustees to speed up completion of our work, and community oversight at our meetings which all, at times, created additional obstacles for collaboration.
- Nevertheless, the following information is a culmination of the information received, through the lens of parents, teachers, and community members on the Task Force, with the options available to the Board of Trustees for ensuring the safety and security of all people on Round Rock ISD campuses.



Guidance to the Task Force

“NOW THEREFORE BE IT RESOLVED THAT in accordance with laws of the State of Texas and the Policies of the RRISD, the RRISD Board of Trustees hereby determines that **further exploration is needed to determine the proper school safety strategies** and hereby authorizes the continued exploration and consideration of the establishment of a Round Rock ISD PD and/or other school safety strategies to **consider all aspects of school safety on all RRISD campuses to ensure the safety of all students and staff**. To that end, the Board of Trustees provides the following guidance to the Task Force in its focus and preparations to present its recommendations to the Board of Trustees at the April 18, 2019 meeting – **a presentation to include three (3) to five (5) alternatives/reports/suggestions with an analysis to include pros and cons of each proposal/ recommendation...**”

- *February 19, 2019 (Board of Trustees Special Meeting), Round Rock ISD Resolution 2019-0219 Modified to Provide for Long Term Student & Staff Safety Strategies in RRISD.*

Context of the Safety & Security Discussion

Throughout the year, many issues and concerns have come to light that has shaped the context in which the Task Force analyzed safety and security options for Round Rock ISD schools. The following issues were highlighted most often throughout the year of discussion:

- Transparency has been a concern. The lack thereof, related to contracts with Williamson County and the positions held by Williamson County and the City of Round Rock officials has greatly affected the Task Force's work.
- Trust for the Board of Trustees and other Round Rock ISD officials has also been a concern. The lack thereof, related to whether the Board and/or Superintendent will act prudently with all students, parents, teachers and community members' best interest in mind has been many individuals' primary issue with many options presented.

The Task Force believes the following terms and points of clarification are necessary to further understand the context of the options being presented:

“Rethinking School Safety”

“Effective school safety starts with prevention; provides for students’ mental health; integrates physical and psychological safety; and engages schools, families, and communities as partners. We know what works, but schools need the resources—financial and human—to implement and sustain the practices that will truly make our children and schools safe from the inside out.”

- *National Association of School Psychologist, Rethinking School Safety: Communities and Schools Working Together, Copy provided as attachment.*

https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Rethinking_School_Safety_Key_Message.pdf



Behavioral Health Distinction

The term behavioral health encompasses both mental health and substance use treatment and services. Because our interest is comprehensive student and staff safety, we suggest using the term behavioral health and will do so throughout the presentation.

Understanding the Role of Law Enforcement in Schools

SB 1707 (86th Legislature)

Allows districts to enter into a memorandum of understanding with local law enforcement for the provision of school resource officers. Requires districts to determine the law enforcement duties of peace officers, school resource officers and security personnel, which must be laid out in the district improvement plan, the student code of conduct, any memorandum of understanding for school resource officers, and any other campus/district document describing the role of such personnel.

Peace officers, resource officers or security personnel **cannot be assigned routine student discipline, school administrative tasks, or contact with students unrelated to their law enforcement duties**, but this prohibition does not prohibit informal contact with a student unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement.

The school board must coordinate with campus behavior coordinators and other employees in determining law enforcement duties to ensure that peace officers, resource officers and security personnel are tasked **only with duties related to law enforcement intervention and no behavioral or administrative duties** better addressed by other employees.

Distinctions & Definitions

School Resource Officer (SRO): a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. This can refer to a District operated law enforcement agency (i.e. ISD Police Department) or a municipal or county law enforcement agency.

School Marshal Program: allows the board of trustees to authorize specially trained and TCOLE-licensed school employees to maintain firearms on school premises; marshals have the authority of a peace officer, subject to board regulation.

Private Security: unarmed security personnel licensed by and trained according to DPS guidelines (Level II private security license).

School Sentries: an upgrade over the current hall monitor position for security and safety personnel with customizable training designed by a school district.

Importance of Prevention

This Task Force considered **all aspects** of school safety on all RRISD campuses as we prepared options for the Round Rock ISD Board of Trustees. Regardless of options selected, the Task Force has discussed the need for preventative measures and not only reactionary options.

The work of the Task Force relied on the understanding that the \$508.4 million Bond proposition was approved on November 6, 2018 and will include projects that will provide crucial upgrades to campus security. Reliance that those upgrades will actual occur is an assumption we made so as not to spend much time discussing these specific needs for school safety. The Task Force believes strongly that these measures should be put in place as approved in the 2018 Bond.

Additionally, the Task Force agreed that a combination of Behavioral Health supports, honest and rigorous work in racial and educational equity, as well as enforcement of current policies already in place are preventative measures that Round Rock ISD should be committed to, regardless of any further safety and security options sought.

“Presence”: Both Preventative & Supportive

Throughout the months of work from the Task Force, we heard from parents that what makes them feel safety for their children on campus is an adult there who cares about them.

The Task Force acknowledges and aims to highlight that the presence of **any supportive and caring adult on campus** is one of the primary keys to improving safety and security in Round Rock ISD. Those caring adults may be in the role of a School Resource Officer, a Counselors, a Teacher, or a Behavioral Health Professional. There are many ways we can invest in safety in security through the people we place in our campuses, particularly if we are strategic about our students’ needs.



Town Hall Meetings

On May 13, 2019, the Task Force held a Town Hall meeting at Pearson Ranch Middle School.

- Approximately 100 individuals attended and 25 individuals spoke
- FB Livestream Video: <https://www.facebook.com/rrisd/videos/2417104941686786/>

On May 14, 2019, the Task Force held a second Town Hall meeting at Cedar Ridge High School.

- Approximately 115 individuals attended and 35 individuals spoke
- 8 of these individuals spoke both nights (i.e. only 27 new individuals spoke on May 14th)
- FB Livestream Video: <https://www.facebook.com/rrisd/videos/180236002908783/>

Impressions of the Task Force:

- Strong opinions were expressed on multiple points of safety and security for Round Rock ISD, including mental health, oversight, accountability, and transparency.
- Most individuals expressed opinions about a Round Rock ISD Police Department and/or Williamson County Sheriff's Office continuing to provide School Resource Officers in Round Rock ISD schools. This is where most of the discussion was focused.
- Discussion of “bullying” in our schools was a common theme that many individuals spoke about.

Survey Overview

Parents and secondary student surveys were available in English and Spanish. Parents and students were invited to participate via a direct email on May 13 and 14 of 2019, respectively. Staff were invited to participate via a direct email in English on May 20, 2019. All surveys were open through 11:45pm on May 31, 2019.

Who Responded (elementary students were not surveyed):

Secondary Students Responding: 2,546
Total Secondary Students*: 26,106
(Student Response Rate of 9.8%)


Staff Responding: 1,278
Total Staff**: 6,854
(Staff Response Rate of 18.6%)

Parents Responding: 4,533
Total Students*: 50,181
(Estimated Parent Response Rate of 9.0%)

*Total number for Round Rock ISD as of May 7, 2019
**Total number for Round Rock ISD as of May 1, 2019

Essential Components

Safety & Security Task Force



Tiffanie Harrison, Micah Moore, Kristin Stevens, Dawn Watson
Task Force Members

Essential Components: District Responsibilities

Educational and Racial Equity	<i>Ensure solution addresses measured steps to document and resolve outcomes that adversely impact children of color, LGBTQIA+ and children with special needs Address institutional racism</i>
	<i>Every campus has what they need regardless of who attends</i>
Behavioral Health	<i>Increase services to be provided to students and families Holistic Mental Health: mental health is not the absence of illness</i>
Additional Training	<i>Increase and require training beyond minimum law requirements for staff and law enforcement (LE) personnel assigned to campuses that include restorative practices through a racial equity lens *no equity sprinkles*</i>
Target Hardening	<i>Making sure that day-to-day school operations decrease outside threats through preventative measures</i>
Community Education	<i>To increase trust and transparency between community stakeholders and district</i>
Independent Accountability & Oversight	<i>Establish and maintain an advisory board during and after implementation that includes community members that regularly meet to objectively review adherence to policies</i>

Core Assumptions

- We acknowledge that there are emotions tied to safety and security for the students in Round Rock ISD
- We did not create the inequities that exist in the public school system, but it is our job to fix them
- We all want to do what is best for kids
- We all want what is best for ALL kids



Overarching Principles

- Safety and Security measures need to be implemented across the district
 - Every campus should have what they need
- Any adopted option should be implemented with fidelity
 - ex. (Marjorie Stoneman Douglas)
- Trust and transparency is paramount
 - Involve and inform community members
 - Acknowledge and repair broken trust that exists
- Rely on Evidence Based Practices and not emotions

Educational and Racial Equity



Racial and educational equity needs to be centered in every decision made about safety and security
Baking the sugar into the cake, not sprinkles

Educational and Racial Equity



Basic Principles for Equity Literacy

- **Direct Confrontation** Principle: There is no path to equity that does not involve a direct confrontation with inequity.
- The **Equity Ideology** Principle: Equity is more than a list of practical strategies. Equity is a lens and an ideological commitment.
- 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?”
- The **“Fix Injustice, Not Kids”** Principle: Equity initiatives focus, not on fixing marginalized people, but on fixing the conditions that marginalize people.

Educational and Racial Equity



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Educational and Racial Equity



Increase staff capacity around racial and educational equity

- Restorative Practices
 - Address institutional racism
 - Implemented with fidelity and support across campuses
 - Not merely restorative discipline
- Beyond Diversity
 - Develop common language around race
 - All principals are attending
 - Make available to staff members and community members
- Equity Task Force
 - Utilize the expertise of equity task force when making decisions
 - Including (but not limited to) policy and practice review



Educational and Racial Equity



Increase staff capacity around racial and educational equity

- Culturally Responsive Teaching
 - Understand how culturally, emotionally and physically safe classrooms help to:
 - Create and sustain independent learners
 - Build continued intellectual capacity in learners
 - Address the achievement debt



Educational and Racial Equity



What makes schools safe?

- Creating positive school climates and building relationships
- Emphasizing the importance of listening in schools
- Strong but caring stance against a code of silence (see something, say something)
- Changing the perception that students and parents speaking up about threatened violence is snitching
- Finding ways to STOP bullying
- Empowering students by involving them in planning, creating and sustaining a school culture of safety and respect
- Being aware of physical environments and their effects on creating comfort zones

Educational and Racial Equity



What makes schools safe?

- Integrated systems model for decision making
 - Bringing all stakeholders to the table to discuss how to create positive school climates
- Realize that increased police presence can negatively impact students with disabilities, LGBTQIA+ students and Black and Hispanic student populations
- Note that police are not present to enforce administrative discipline or handbook issues
 - SB1707
- School-to-Prison Pipeline
 - Being honest about where this is already occurring in RRISD
 - Working proactively with community organizations, community members and Equity Task Force to address

What is our lens and ideological commitment to racial and educational equity?

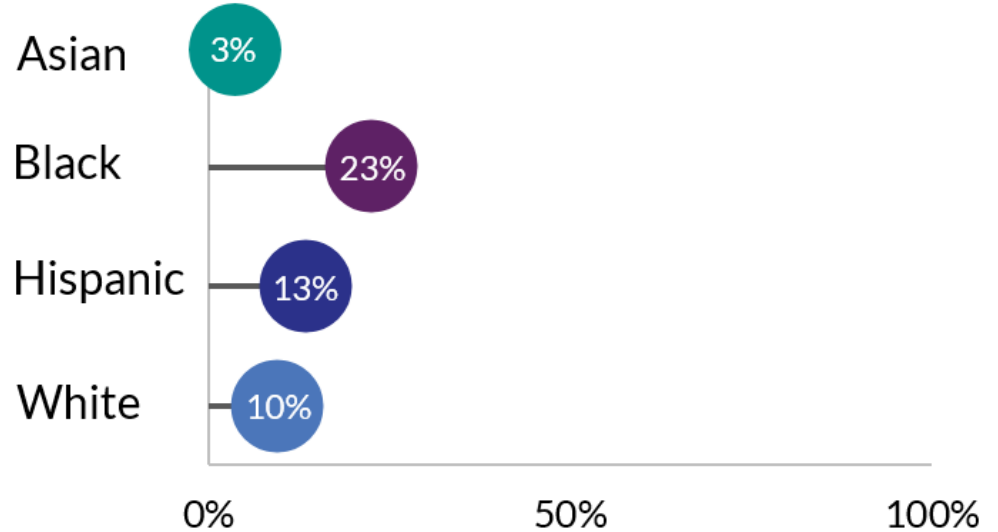
How will this impact the most marginalized members of our community?



Defining Disproportionality

Disproportionality in school discipline exists when one subgroup of students shows **dissimilar rates of discipline outcomes** than a comparison group (Nishioka et al., 2017).

Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019.



23% of Black students received at least one discipline referral in 2017 - 2018, while **3% of Asian students** did.

Defining Disproportionality: Exclusionary Discipline

Disproportionality can be a source of *educational disadvantage* when it exists in **exclusionary discipline responses** (Duffy, 2018; Fenning & Rose, 2007).

Exclusionary discipline

In-school suspension (**ISS**)

Out-of-school suspension (**OSS**)

Disciplinary Alternative Education Program (**DAEP**) placement

Juvenile Justice Alternative Education Program (**JJAEP**) placement

Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019.

Defining Disproportionality: Exclusionary Discipline

Exclusionary

discipline practices,
by definition, *remove*
students from their
learning environment

(Arcia, 2006), and are

associated with:

Original slides prepared by the Round Rock ISD
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Student level:

- Decreased **achievement** (Fabelo et al., 2011; Morris & Perry, 2016)
- Decreased **sense of belonging** (Bottiani et al., 2016)
- Increased likelihood for **future referrals** (Anfinson et al., 2010; Wright et al., 2014)
- Increased likelihood to **dropout** (Fabelo et al., 2011; Torres et al., 2015)

School level:

- Lower **school-wide achievement** (Eitle & Eitle, 2004; Gray et al., 2016; Raffeale et al., 2002)
- **School-wide climate** less conducive to learning (Steinberg et al., 2011)



Why does disproportionality exist? (Gregory et al., 2010)



Differential behavior

Subgroups of students interact with school in different ways



Differential selection

Some staff notice non-normative behavior and select students for referral



Differential processing

Different punishments by administrators for the same offenses

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The School-to-Prison Pipeline



How it Begins

- Lack of supports and evidence-based methods
- Use of exclusionary discipline
- Criminalization of children with police and school-to-court contact

Short-term Consequences

- Missed classroom time
- Pattern of harmful discipline
- Disengagement
- Educators relying on a “quick fix”, creating a culture of exclusion
- Harmful labeling

The End.

- Grade Retention
- Drop Out
- Contact with the justice system
- Poor Academic Outcomes
- Collateral Consequences

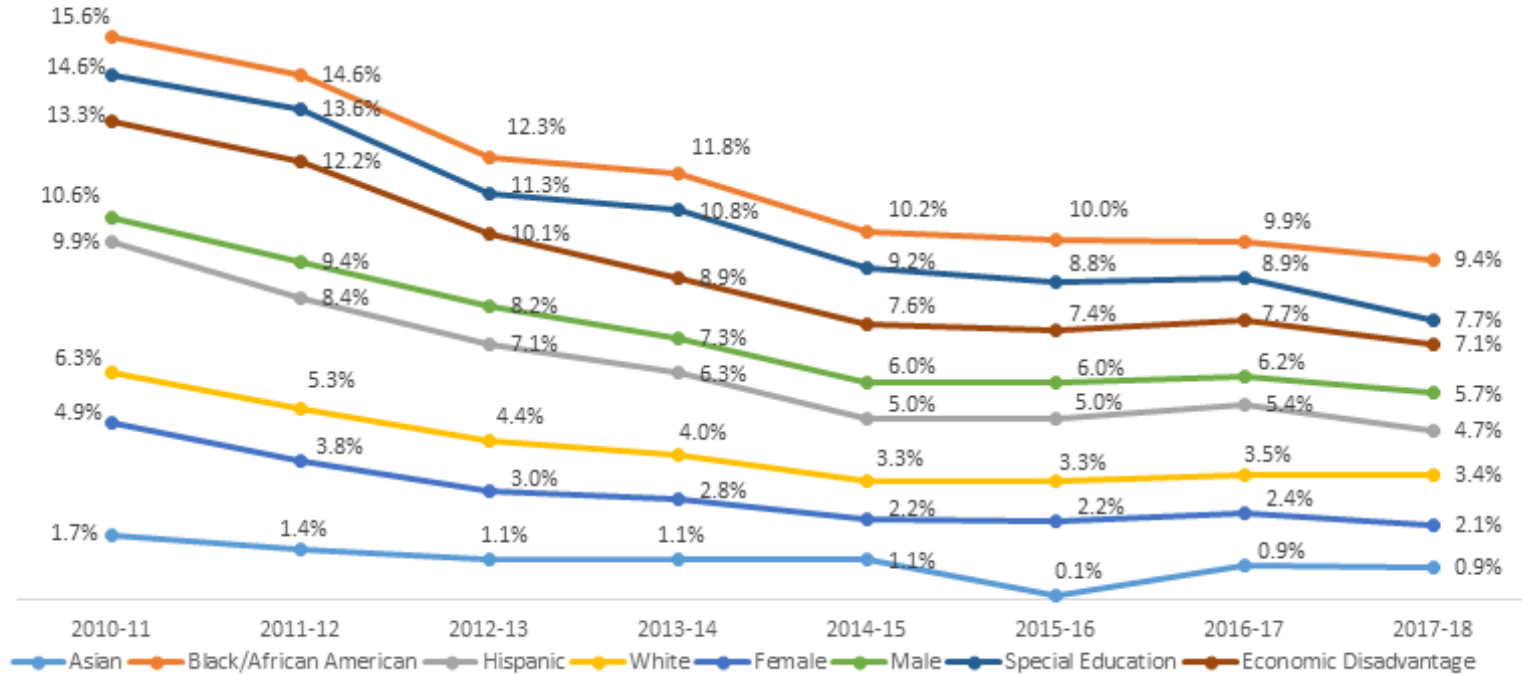
District Demographics

In 2017-2018 the demographic profile of the District population overall was as follows:

- Asian (16.8%)
- African American (8.9%)
- Hispanic (30.4%)
- White (39.5%)
- Female (49%)
- Male (51%)
- Economically disadvantaged (25.9%)
- Special Education (9.3%)

Texas Academic Performance Report, 2017-18.

Percentage of students with an in school suspension, school years 2011-2018



Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019

Although the number of students in ISS has **decreased**, the demographics of the group became somewhat **more black, male, special education, and economically disadvantaged**.

	2010-2011	2017-2018
Asian	2%	4%
Black/African American	19%	22%
Hispanic	39%	36%
White	36%	33%
Female	31%	25%
Male	69%	75%
Special Education	16%	21%
Economic Disadvantage	51%	57%

3,716

In 2010-11



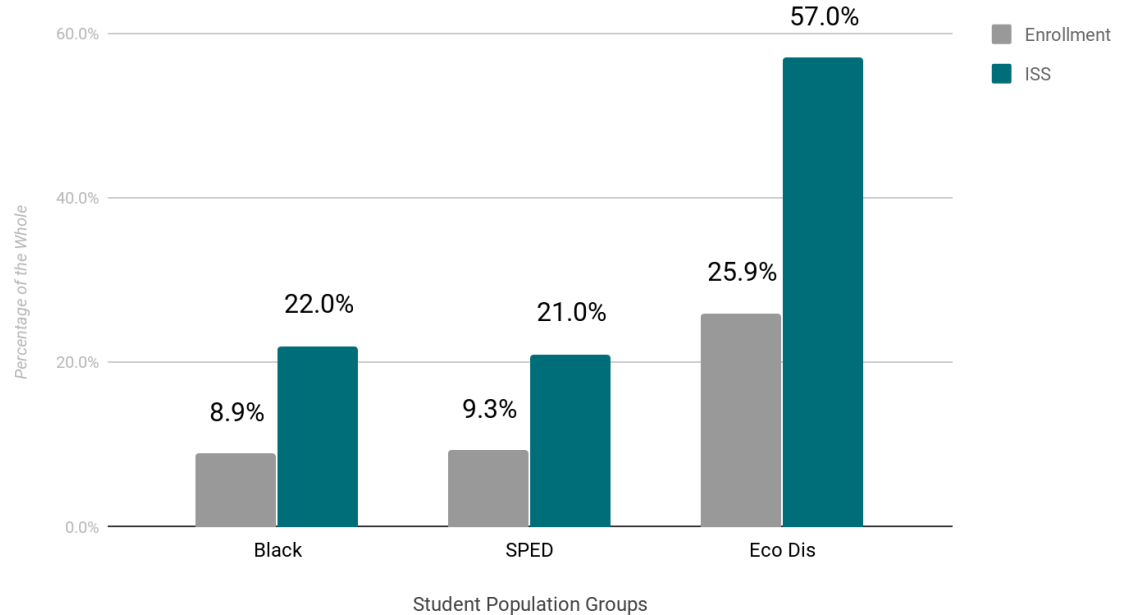
2,062

In 2017-18

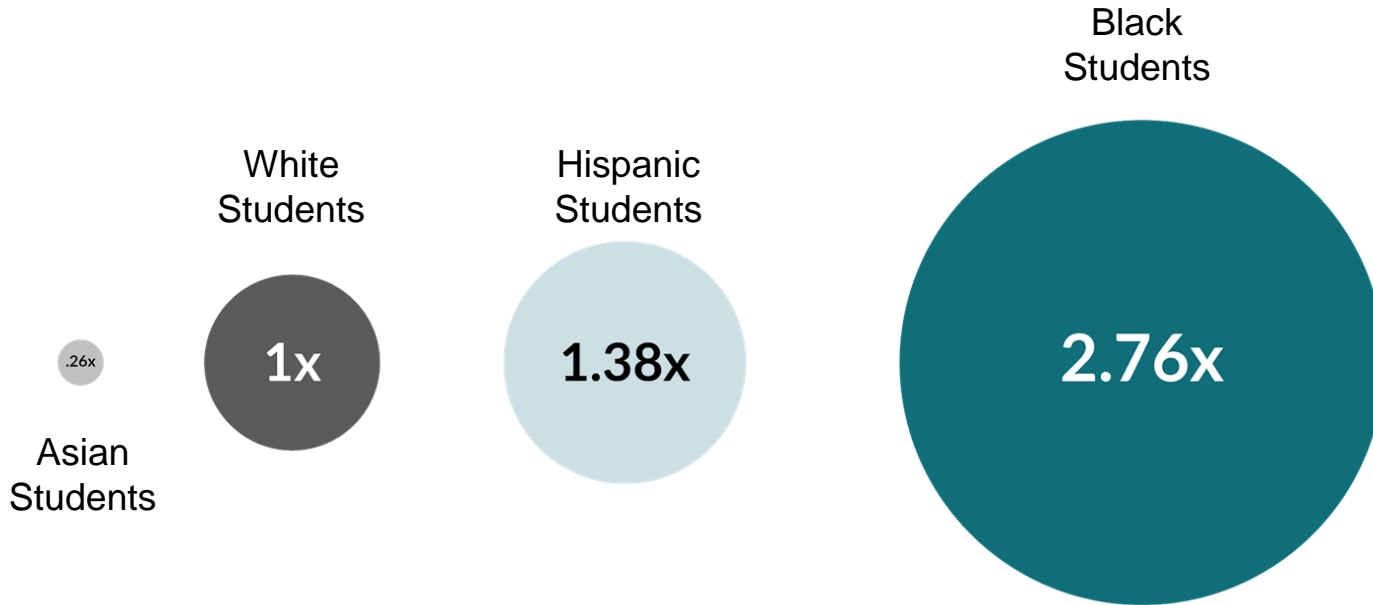
Black, special education, and economically disadvantaged students are each more than **doubly represented in ISS.**

	10-11	17-18
Asian	2%	4%
Black	19%	22%
Hispanic	39%	36%
White	36%	33%
Female	31%	25%
Male	69%	75%
SPED	16%	21%
Eco Dis	51%	57%

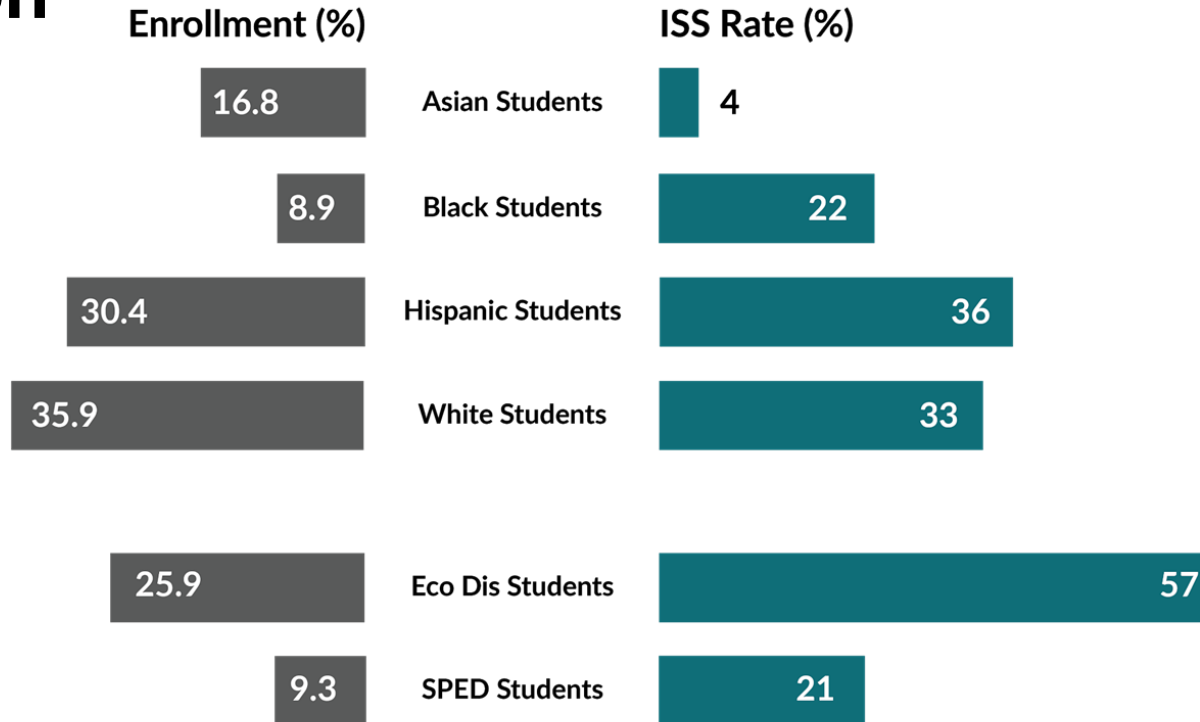
2017-2018 Double Representation in In School Suspension



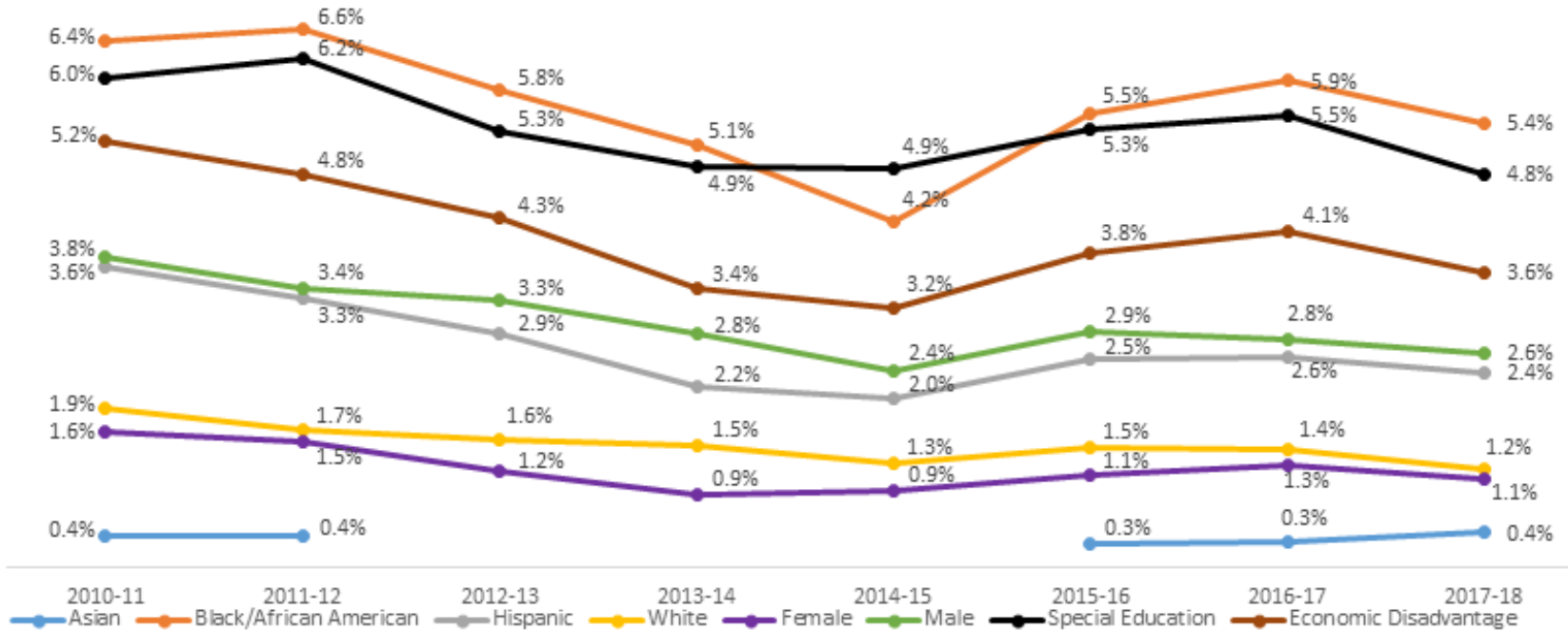
2017-2018 RRISD In School Suspension Rates



2017-2018 Enrollment Rates v. In-School-Suspension



Percentage of students with an out of school suspension, school years 2011-2018



Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019

Although the number of students in OSS has **decreased**, the demographics of the group became somewhat **more African American, special education, and economically disadvantaged**.

	2010-2011	2017-2018
Aslan	2%	4%
Black/African American	22%	27%
Hispanic	41%	39%
White	31%	25%
Female	29%	28%
Male	71%	72%
Special Education	19%	27%
Economic Disadvantage	57%	61%

1,296
In 2010-11

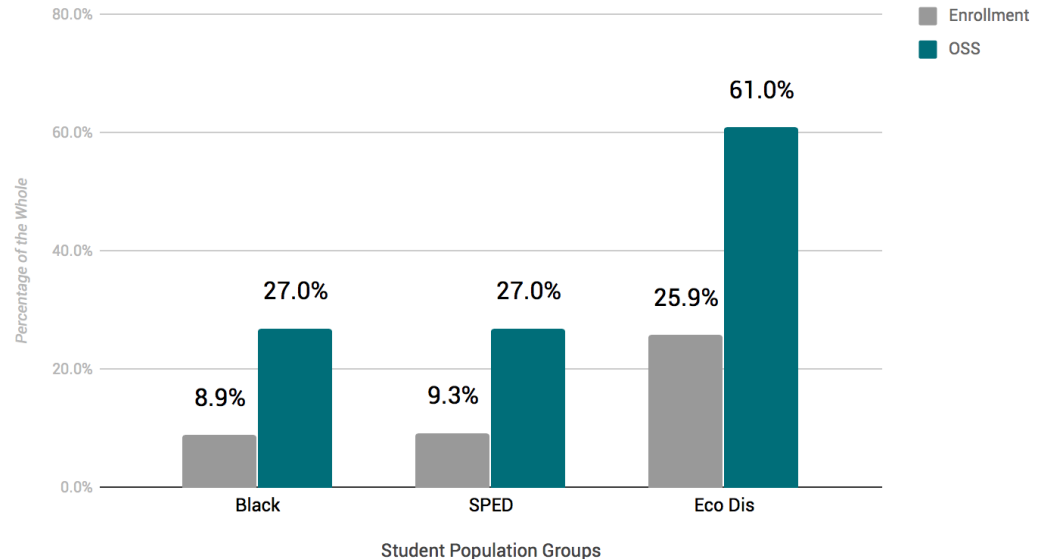


977
In 2017-18

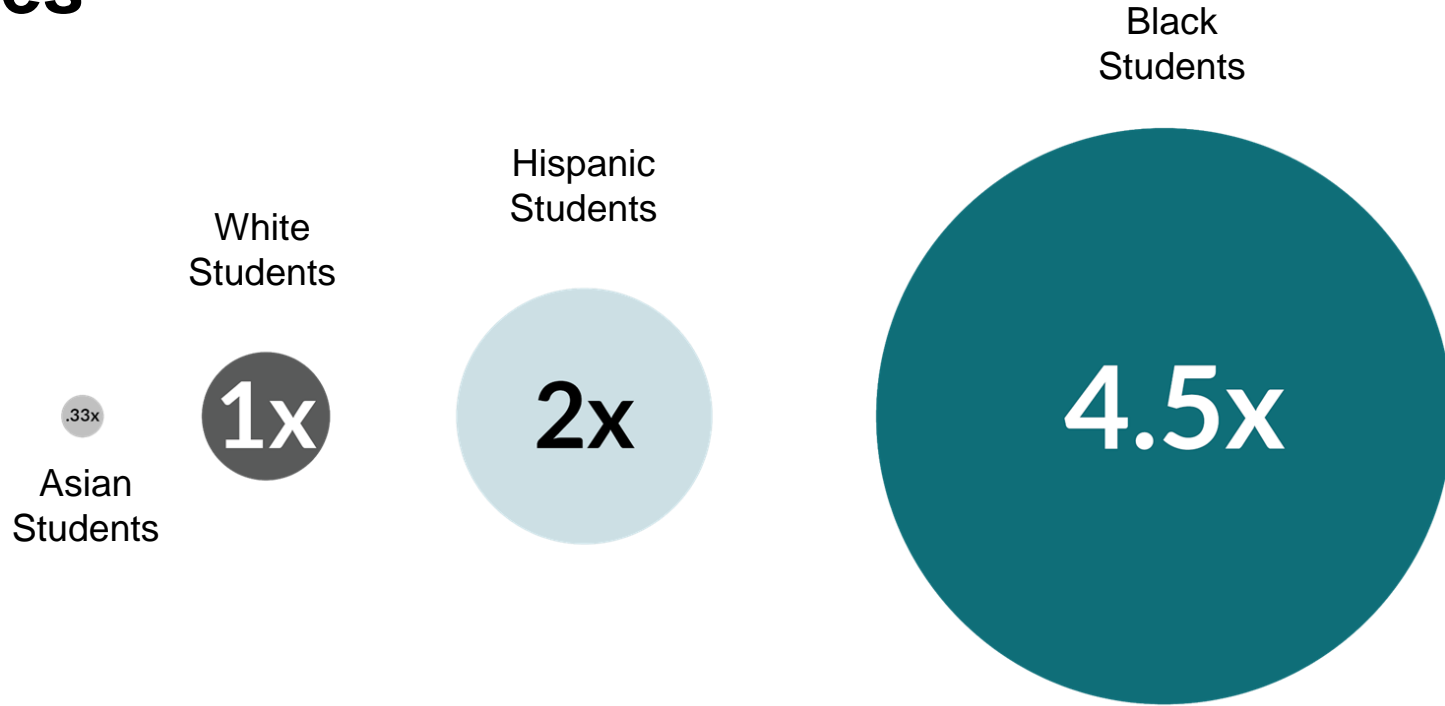
Although the number of students in OSS has decreased, the demographics of the group became somewhat **more African American, special education, and economically disadvantaged.**

	10-11	17-18
Asian	2%	4%
Black	22%	27%
Hispanic	41%	39%
White	31%	25%
Female	29%	28%
Male	71%	72%
SPED	19%	27%
Eco Dis	57%	61%

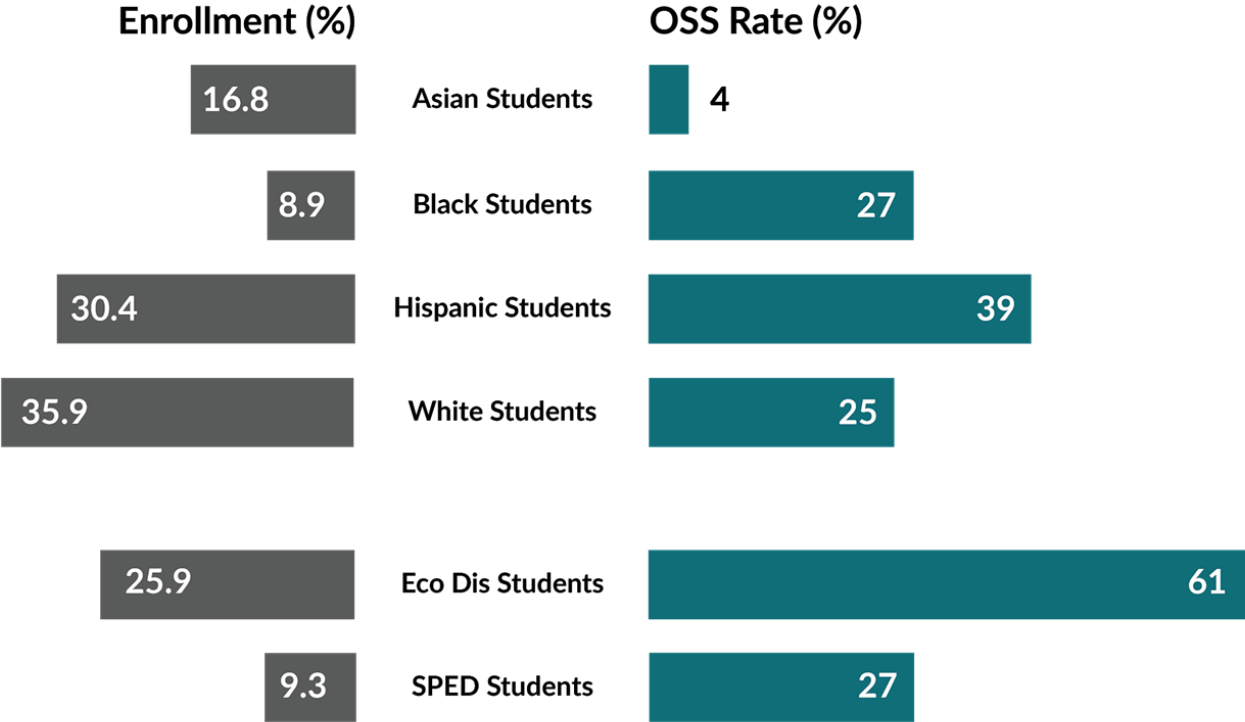
2017-2018 Out of School Suspension



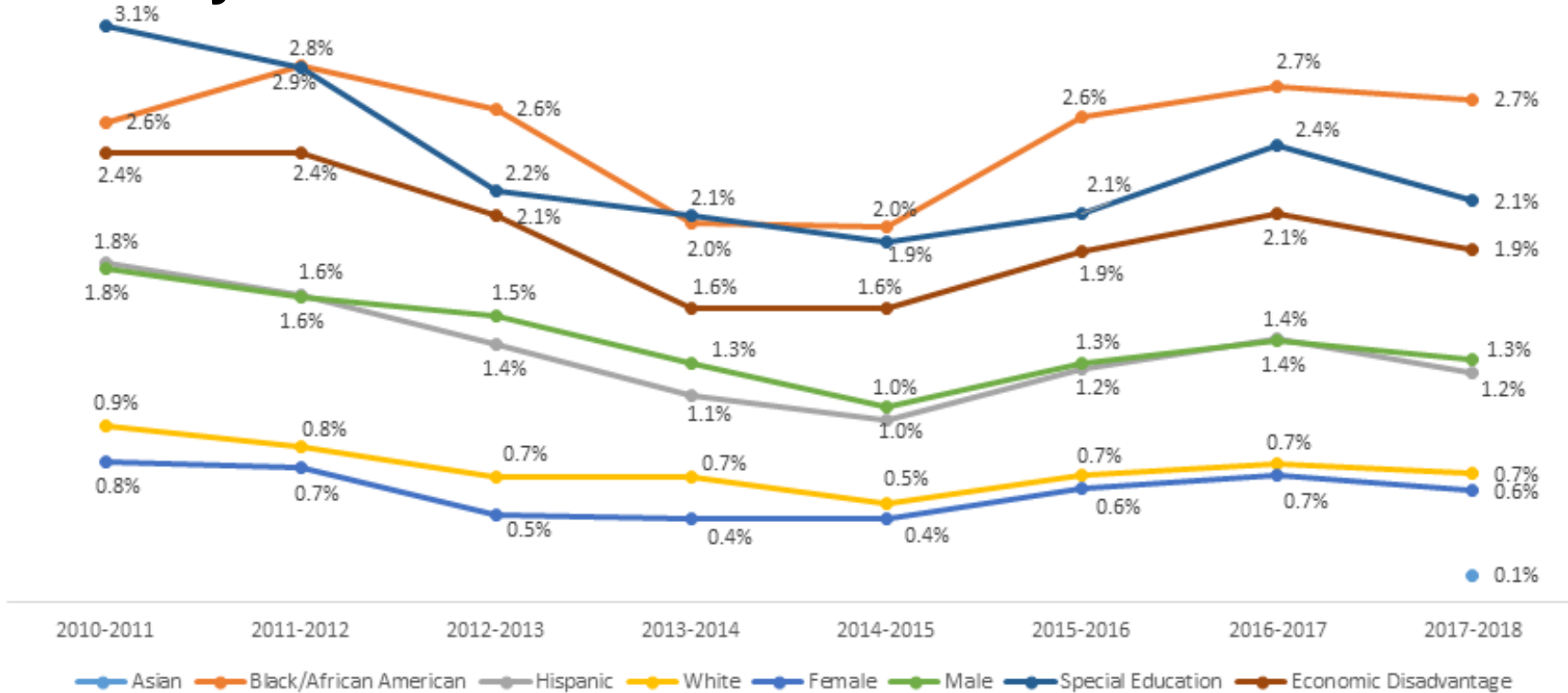
2017-2018 RRISD Out-of-School Suspension Rates



2017-2018 Enrollment Rates v. Out-of-School-Suspension



Percentage of students with a DAEP placement School years 2011-2018



Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019

Source: Texas Education Agency. "DAEP Percent" from the reports, Counts of Students and Discipline Actions by Discipline Action Groups https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/DAG_Summaries/Download_DAG_District_Summaries.html



Although the number of students with a DAEP placement has **decreased**, the demographics of those students became somewhat **more African American** and **economically disadvantaged**.

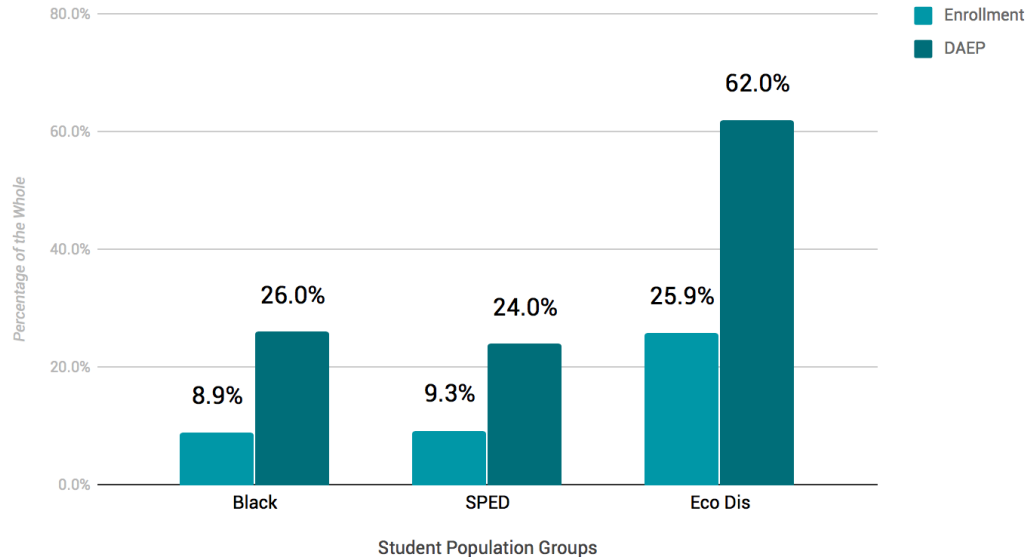
	2010-2011	2017-2018
Asian		2%
Black/African American	19%	26%
Hispanic	43%	39%
White	33%	28%
Female	29%	30%
Male	71%	70%
Special Education	21%	24%
Economic Disadvantage	57%	62%



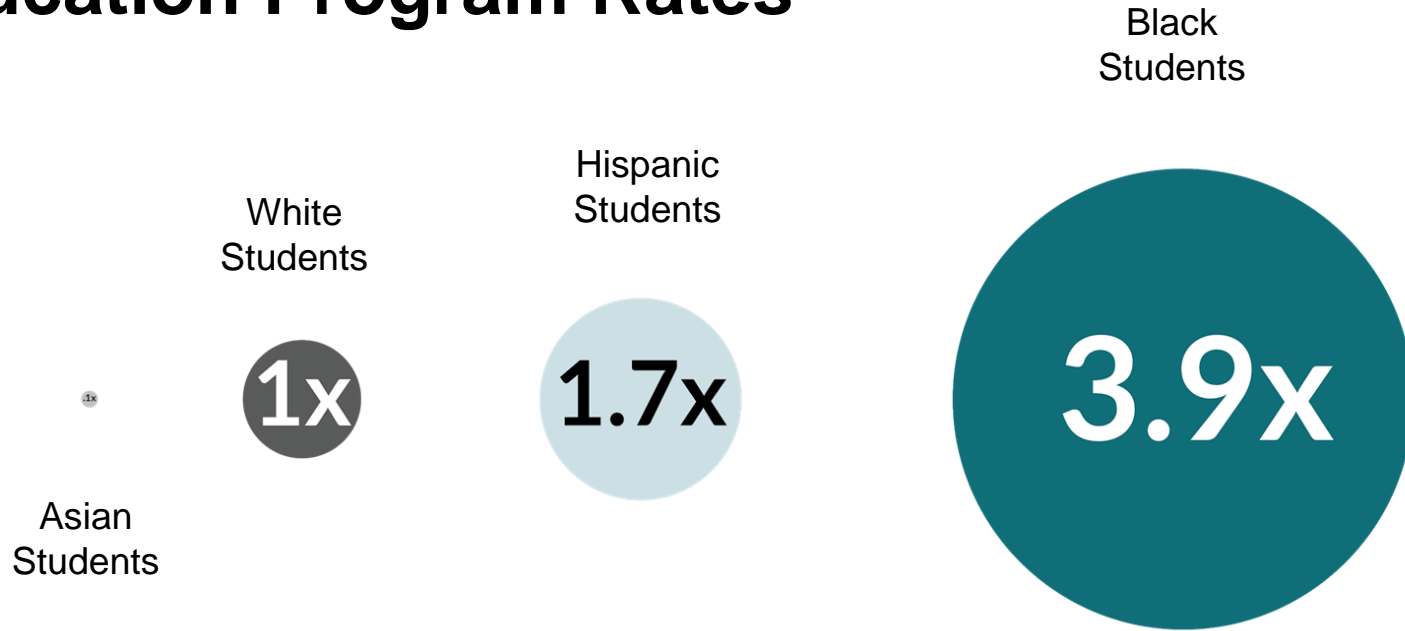
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	10-11	17-18
Asian		2%
Black	19%	26%
Hispanic	43%	39%
White	33%	28%
Female	29%	30%
Male	71%	70%
SPED	21%	24%
Eco Dis	57%	62%

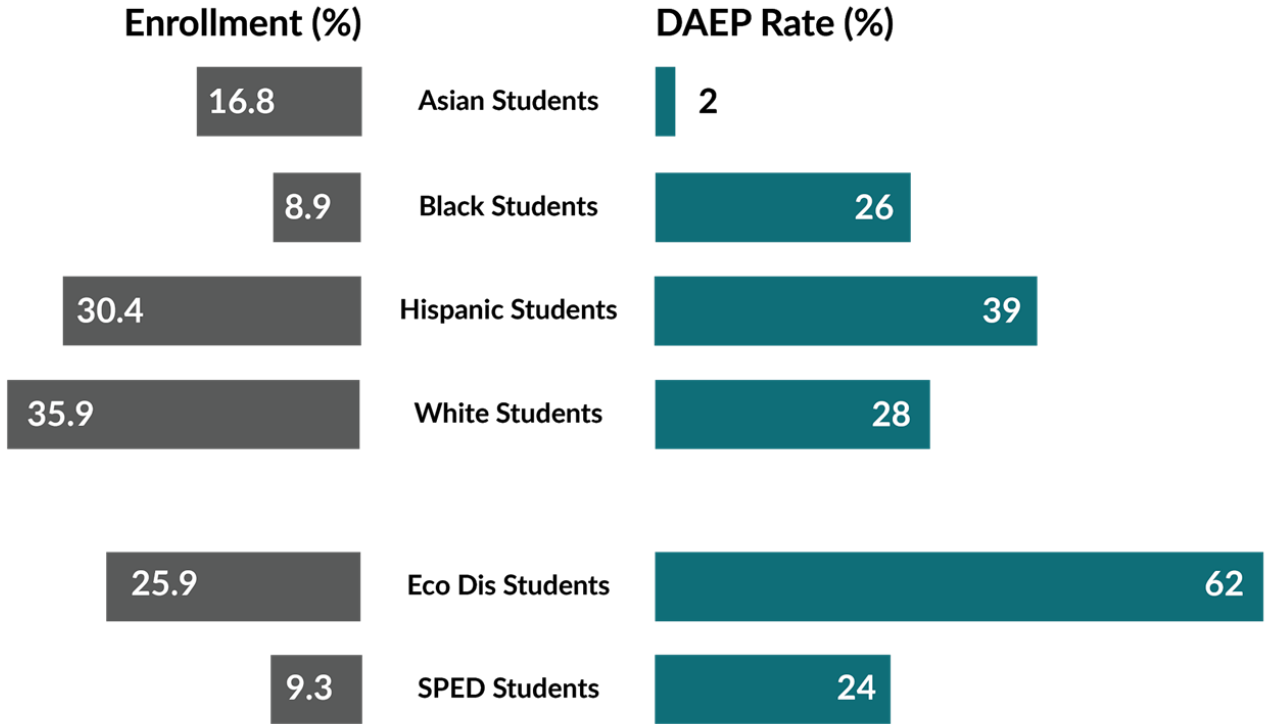
2017-2018 Disciplinary Alternative Education Program



2017-2018 RRISD Disciplinary Alternative Education Program Rates



17-18 Enrollment Rates v. Disciplinary Alternative Education Program



***What is our lens and ideological
commitment to racial and educational
equity?***

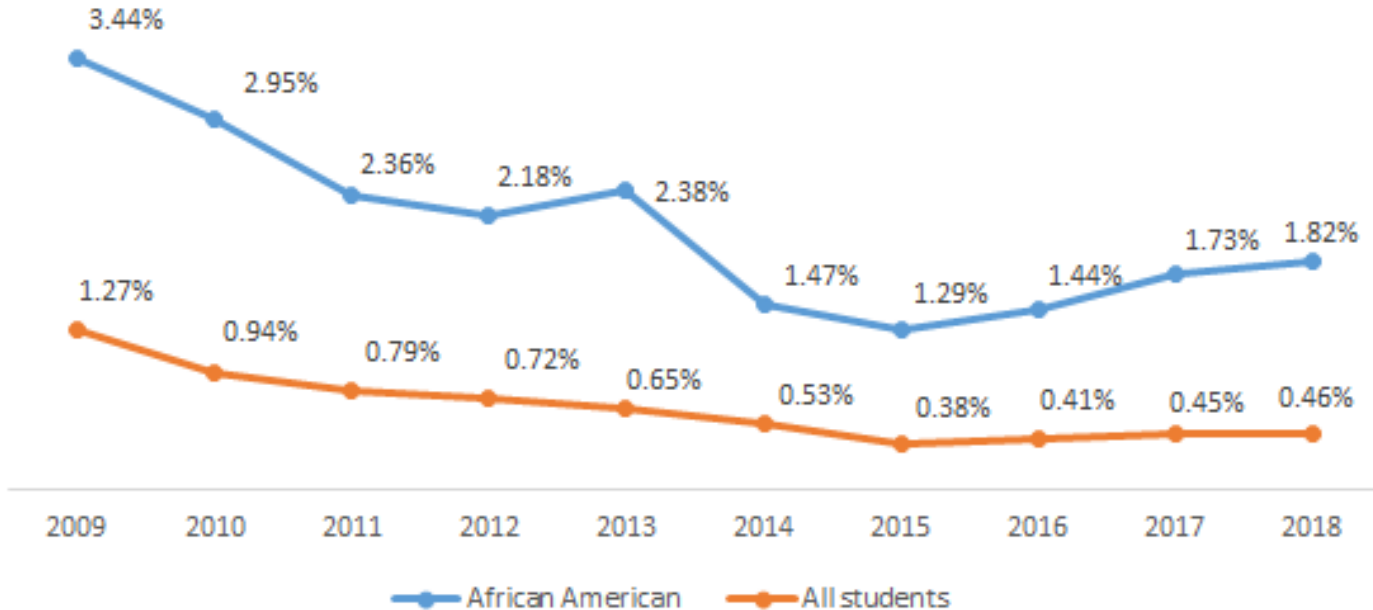
***How will this impact the most
marginalized members of our
community?***



Discretionary Discipline Defined

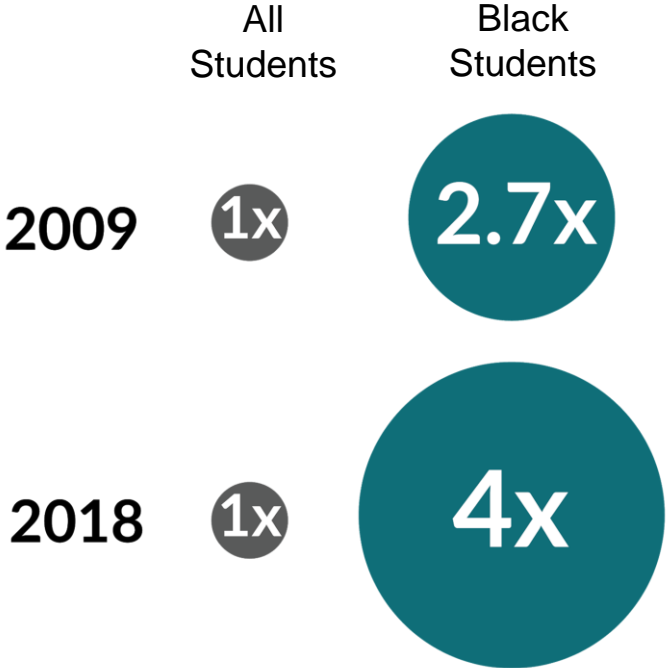
Subjective suspensions (discretionary discipline) are defined as those suspensions where an adult used their judgment to determine if a student's behavior warranted a school suspension. These subjective behaviors require observing the student behavior and placing value judgment on that behavior to determine if the student behavior warranted a specific level of school discipline (Greflund, 2013).

Percentage of students with a discretionary DAEP placement, school years 2009-2018



Original slides prepared by the Round Rock ISD Department of Research & Evaluation for a presentation to the Police Exploration Task Force on February 11, 2019.

Rate of Students with Discretionary Discipline Placements 2009 → 2018



***What is our lens and ideological
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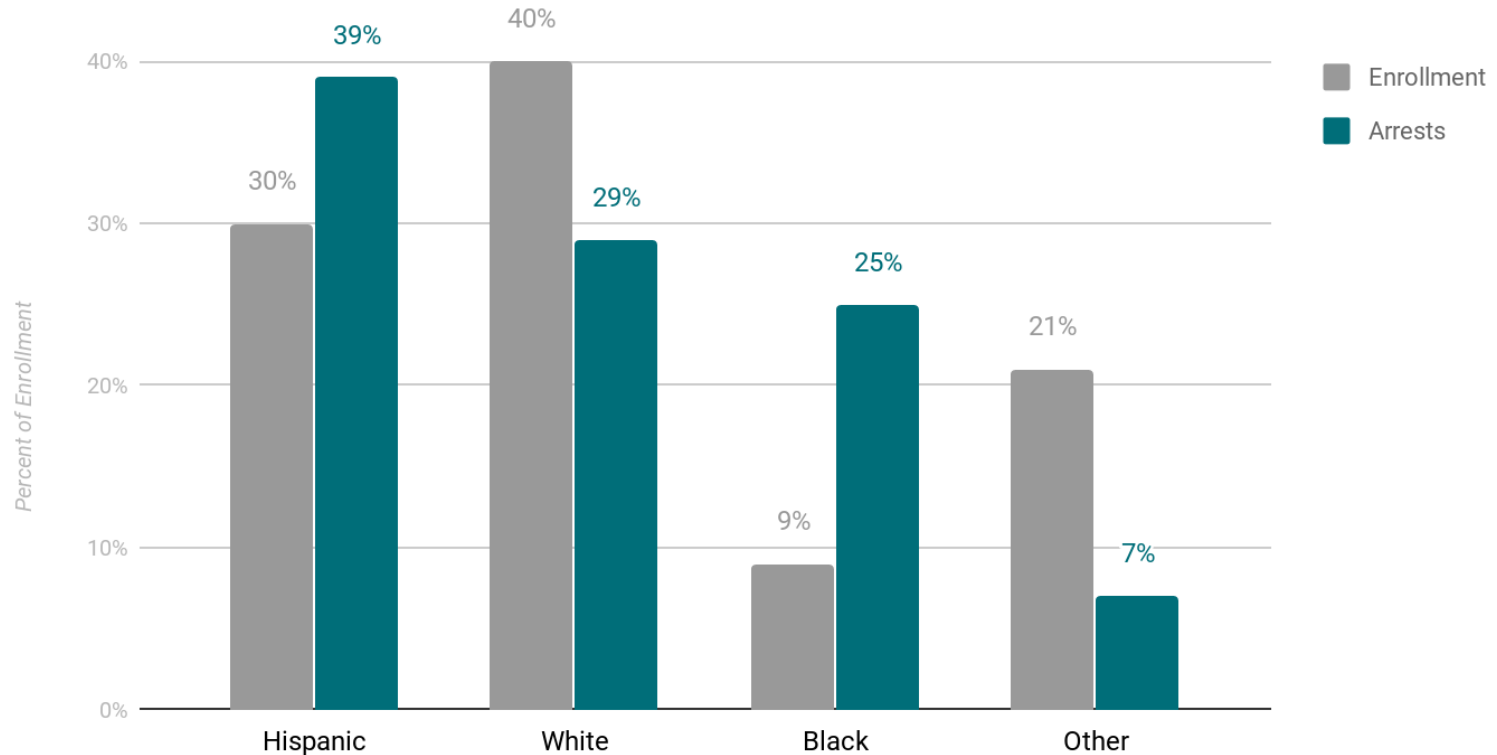
Race/ethnicity of students who were arrested or detained in 2017-18



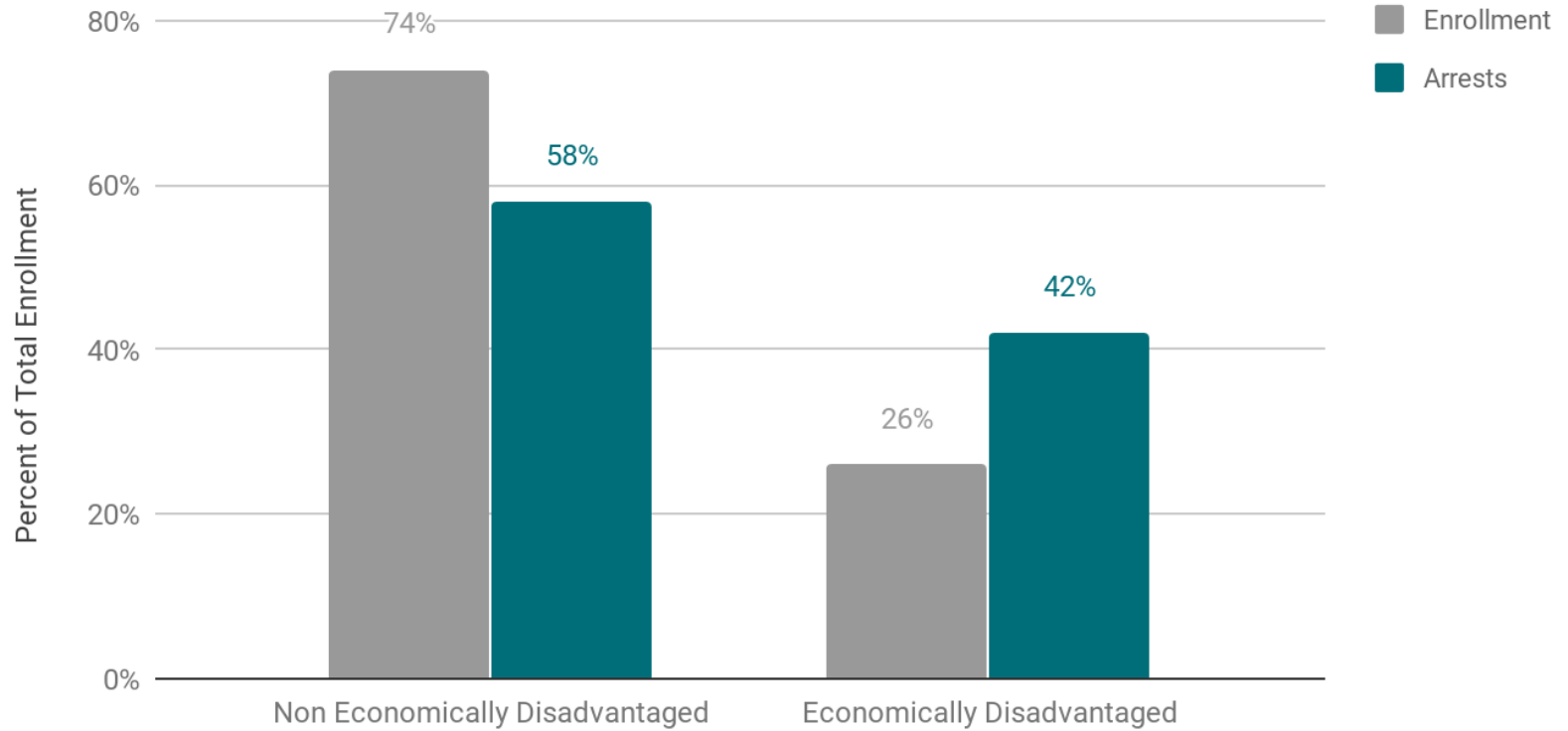
Economic disadvantage status of students who were arrested or detained in 2017-18



Race/ethnicity of students arrested or detained in 2017-2018



Economic disadvantage status of students arrested or detained in 2017-2018



Special education status of students who were arrested or detained in 2017-18



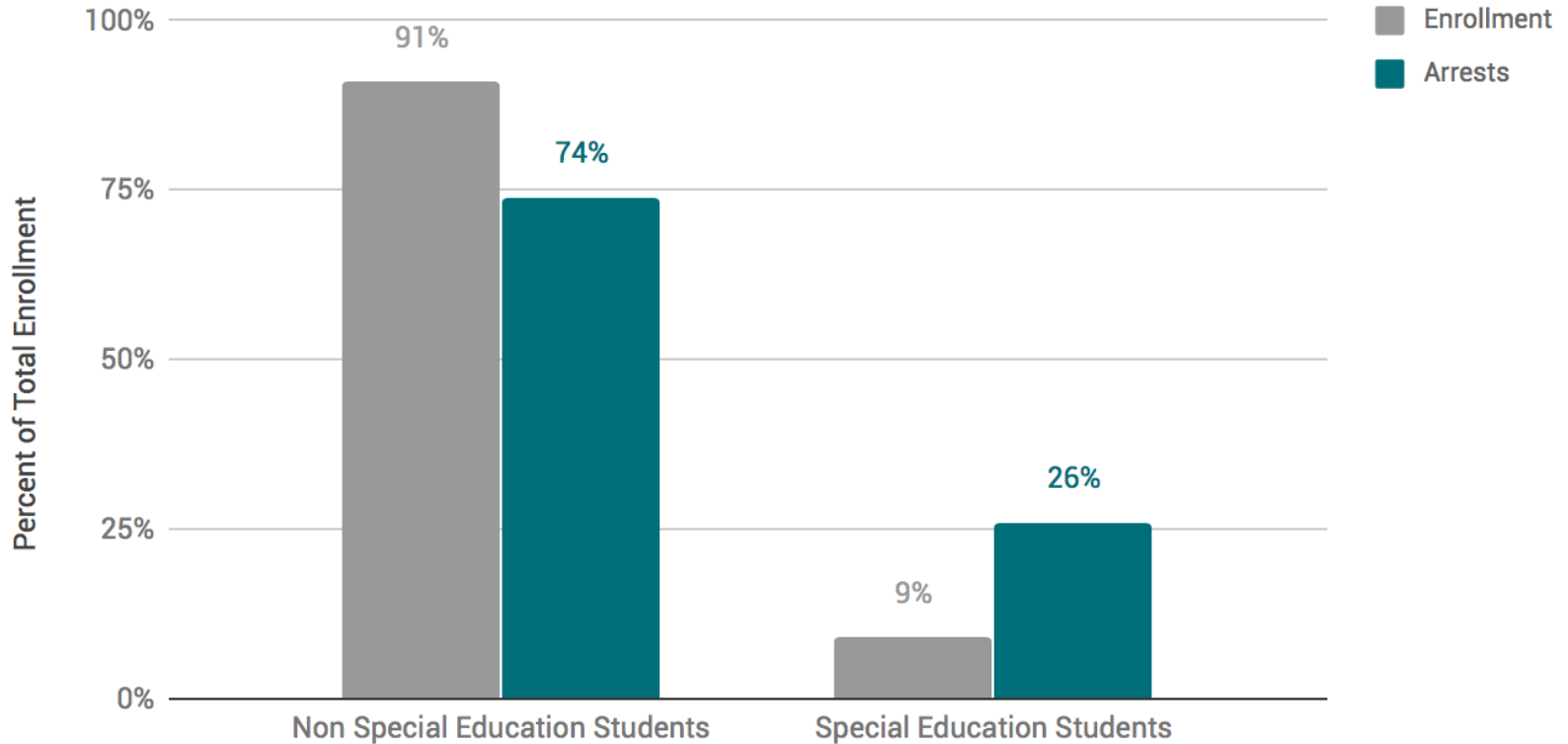
Population:

91%

9%



Special education status of students arrested or detained in 2017-2018



Board Goal 2. The District will increase the percentage of prekindergarten students who are kindergarten ready at end-of-year (EOY), by 10 percentage points for all student groups, as measured by CIRCLE Phonological Awareness, by 2021.

Student Group	Baseline: Actual Performance 2018	Actual Performance 2019	Target 2019	Target 2020	Target 2021	Change from 2018 to 2019
All Students	72%	75%	75%	79%	82%	3%
Black/African American	66%	72%	69%	73%	76%	6%
Hispanic	73%	74%	76%	80%	83%	1%
White	74%	78%	77%	81%	84%	4%
Asian	74%	80%	77%	81%	84%	6%
Economically Disadvantaged	71%	74%	74%	78%	81%	3%
English Learners (Current)	72%	74%	75%	79%	82%	2%

Note. Targets met are indicated by a green cell in the Actual Performance 2019 column. Percentages reflect students who do not "Need Support."

Source. CIRCLE Progress Monitor EOY 2019



Board Goal 3. The District will increase the percentage of students who are reading on grade level on aimswebPLUS at the end of 3rd grade by 10 percentage points for groups scoring below the overall rate and by 5 percentage points for groups at or above the current rate, by 2021.

The goal for student groups with current performance of 90% or higher will be to maintain that performance from year-to-year.

Reading/ELA Student Group	Baseline: Actual Performance 2018	Actual Performance 2019	Target 2019	Target 2020	Target 2021	Change from 2018 to 2019
All Students	77%	81%	79%	80%	82%	4%
Black/African American	59%	58%	62%	66%	69%	-1%
Hispanic	63%	71%	66%	70%	73%	8%
White	84%	88%	86%	87%	89%	4%
Asian	92%	92%	92%	92%	92%	0%

Note. Targets met are indicated by a green cell in the Actual Performance 2019 column. Students not on grade level have ratings of *below average* or *well below average*.

Source. aimswebPLUS



Board Goal 4. The District will decrease the disciplinary removal rates for all student groups to the current overall District rates of 4% for in school suspension (ISS), 2% for out of school suspension (OSS), and 1% for District Alternative Education Program (DAEP), by 2021.

The goal for student groups with current performance below these rates is to stay at or below the target rate.

Student Group	Baseline:	Baseline:	Baseline:	Actual ISS	Actual OSS	Actual DAEP	Target ISS	Target OSS	Target DAEP
	ISS 2018	OSS 2018	DAEP 2018	2019	2019	2019	2019	2019	2019
Am Indian/Alaska Native	5.5%	1.5%	1.0%	4.9%	1.5%	1.0%	5.0%	≤2%	≤1%
Asian	0.9%	0.4%	0.1%	0.9%	0.2%	0.2%	≤4%	≤2%	≤1%
Black or African American	9.7%	5.5%	2.9%	9.0%	5.2%	2.8%	7.8%	4.4%	2.2%
Hispanic	4.6%	2.3%	1.2%	4.6%	2.3%	1.4%	4.4%	2.2%	1.1%
Multi - 2 or More	4.5%	2.3%	0.8%	3.1%	0.0%	0.0%	4.4%	2.2%	0.9%
Native Hawaiian/Pacific Islander	2.4%	1.2%	1.2%	4.1%	2.2%	1.0%	≤4%	≤2%	≤1%
White	3.4%	1.2%	0.7%	3.0%	1.4%	0.8%	≤4%	≤2%	≤1%
Overall	4.0%	1.9%	1.0%	3.8%	1.9%	1.1%	4.0%	2.0%	1.0%
Special Education	8.9%	5.5%	2.5%	7.7%	4.4%	2.1%	7.3%	4.3%	2.0%
Non-Special Education	3.5%	1.5%	0.8%	3.3%	1.6%	1.0%	≤4%	≤2%	≤1%

Student Group	Target ISS	Target OSS	Target DAEP	Target ISS	Target OSS	Target DAEP
	2020	2020	2020	2020	2020	2020
Am Indian/Alaska Native	4.5%	<2%	<1%	4.0%	<2%	<1%
Asian	≤4%	≤2%	≤1%	≤4%	≤2%	≤1%
Black or African American	5.9%	3.2%	1.6%	4.0%	2.0%	1.0%
Hispanic	4.2%	2.1%	1.1%	4.0%	2.0%	1.0%
Multi - 2 or More	4.2%	2.1%	0.9%	4.0%	2.0%	1.0%
Native Hawaiian/Pacific Islander	≤4%	≤2%	≤1%	≤4%	≤2%	≤1%
White	≤4%	≤2%	≤1%	≤4%	≤2%	≤1%
Overall	4.0%	2.0%	1.0%	4.0%	2.0%	1.0%
Special Education	5.6%	3.2%	1.5%	4.0%	2.0%	1.0%
Non-Special Education	≤4%	≤2%	≤1%	≤4%	≤2%	≤1%

Note. Targets met are indicated by green cells in the respective columns. Target calculations were tabulated using removal rates that were rounded to the nearest whole number: 4%, 2%, and 1%.

The numerator in each cell is the number of unique students with each removal type; denominator is the unique count of students in each group.

Source. Round Rock ISD Data Warehouse

Too often, school disciplinary practices introduce discrimination through discretion, suffering from bias in the identification of troubling behaviors and the evaluation of how to handle them. Those who claim that addressing racial disparities in arrests, expulsions, and suspensions harms school culture should ask themselves why equity seems to present such a threat, and to whom or what that threat is directed.

-Kimberly Quick

'School Discipline without Racial Equity Is Discrimination'



Behavioral Health Options

Safety & Security Task Force

Monica Faulkner, PhD, LMSW
Task Force Member



ROUND ROCK
INDEPENDENT SCHOOL DISTRICT

Need for behavioral health services

- 3 students per day have suicidal outcry
- 6 students per day have mental health concerns that necessitate parent involvement
- Multiple deaths by suicide
- **#1 thing that makes parents feel safe:**
 - **“teachers and other adults care about my student.”**

What other districts are doing

- Crisis teams: Comal ISD, Cypress-Fairbanks ISD
- Frisco ISD is freeing counselors from testing by hiring testing aides
- Use local MH resources: Conroe ISD, Hutto ISD, Elgin ISD
- Campus-based MH services: Austin ISD, Lake Travis ISD, Leander ISD, Georgetown ISD, Hutto ISD, Lockhart ISD



In order to encourage individuals to seek help and destigmatize mental health illness, there is a need to ensure that behavioral health services are available, but that they are not viewed as a part of any law enforcement agency or as a substitute for law enforcement services.

Definitions

Mental health

Mental health is the psychological, social and emotional wellbeing of an individual. Mental illness refers to health conditions that involve changes in emotion, thinking or behavior that cause distress or problems functioning.

Mental health vs. behavioral health

The term behavioral health encompasses both mental health and substance use treatment and services. Because our interest is comprehensive student and staff safety, we suggest using the term behavioral health.

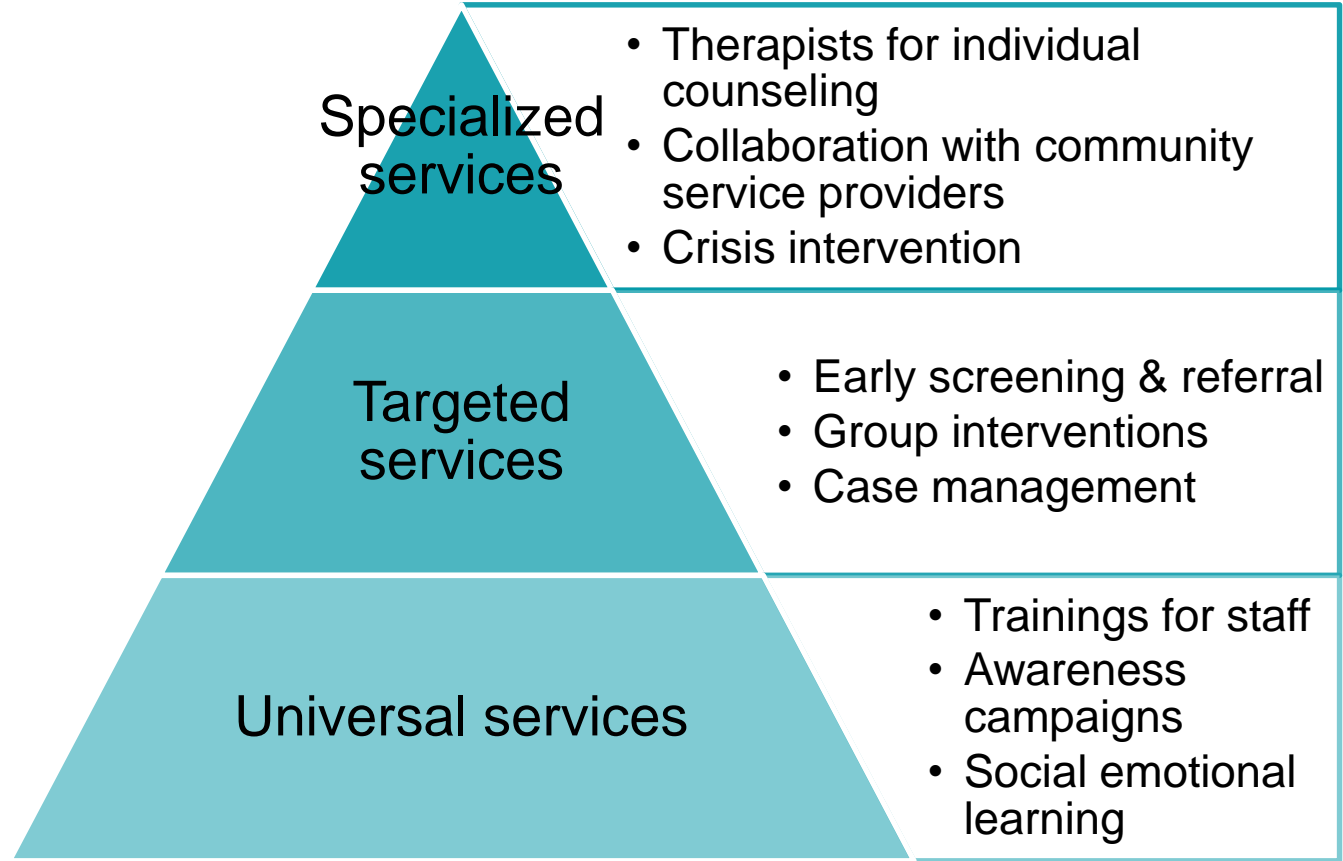
Mental health and public safety

Media often associates mental illness with violence, particularly gun violence. However, individuals with mental illness are no more likely to commit a violent act than those without a mental illness. In fact, individuals with mental illness are more likely to be victims of violence than their peers.

Mental health professions

Professional	Education	License	Scope of practice	Role in schools
School counselor	Masters degree, School Counselor Certificate Program approved by TEA Two years of teaching	School Counselor	Advising Assessment using standardized tests Consultation Referrals	Guidance curriculum- educating students about developmental learning Individual planning- guide all students in managing educational, personal and career goals & social development Responsive services- crisis/risk response System support- coordinate resources
Psychologist	PhD in Psychology w/ 3500 supervised hours	PhD	Counseling Assessment & Diagnosis Consulting Referral	Individual therapy Group therapy Crisis counseling Psychological testing services
Social worker	Master in social work from accredited program w/ 3,000 hours of supervised practice	LCSW	Counseling Assessment w/ DSM Consulting Referral Community level practice & assessment	Case management w/ students & families Individual therapy Group therapy Crisis counseling Assessment & referrals Community/program development
Professional Counselor	Masters or doctoral degree in counseling or related field w/ 3,000 hours	LPC	Counseling Assessment w/ DSM Consulting Referral	Individual therapy Group therapy Crisis counseling Assessment & referrals

Tiered service delivery model



Specialized services

- Therapists for individual counseling
 - Two “mental health centers” are being established
 - Contracts with two therapists
 - **NEED:** one mental health center per learning community
- Collaboration with community agencies
 - Currently done by counselors
 - **NEED:** School Social Workers
- Crisis intervention
 - Mobile mental health unit for each learning community comprised of a dedicated crisis counselor, law enforcement personnel, an administrator and a nurse
 - Consistent training and implementation across the district
 - **NEED:** Mobile mental health units



Targeted services

- Early screening, referral and intervention
 - Currently done by counselors
 - **NEED: One Social Worker per campus**
- Group interventions
 - Currently done by counselors
 - **NEED: One Social Worker per campus**
- Case management
 - Individualized support and connection to resources for student and family
 - Currently done by counselors
 - **NEED: One Social Worker per campus**

Universal services

- Trainings
 - Inconsistent delivery and tracking
 - **NEED: minimum trainings**
 - Mental health first aid
 - Undoing racism
 - Trauma-informed classroom
- Awareness
 - Currently done by counselors, student groups
- Social emotional learning
 - 1 SEL Coordinator for district
 - **NEED: SEL Coordinators for each learning community**



A grayscale photograph of several hands stacked on top of each other, symbolizing support and teamwork. The hands are positioned in a circular arrangement, with some overlapping. The background is a soft, out-of-focus light blue.

Options for enhancing services

Option 1: School Safety & Support Department

Embed new social services department within a shared department of police force

Logistics	Pros	Cons	Anticipated costs
<p>RRISD could create a School Safety and Support department. One branch would be police department and one branch would be social services.</p>	<p>Addresses major concerns of community</p> <p>Can be combined with communities in schools or stand alone dept</p>	<p>Might discourage help-seeking</p>	<p>Roughly \$75K per school for salary, fringe and basic programming supplies</p> <p>Funding for Director and Learning Community Coordinator salaries</p>

Option 2: Student Support Department

Stand alone Student Support Department

Logistics	Pros	Cons	Anticipated costs
RRISD could hire its own social workers. Ideally, one social worker would be available per school.	RRISD controls practice model	Building an entire department and hiring staff is time consuming. Supervisors would have to be hired.	Roughly \$75K per school for salary, fringe and basic programming supplies Funding for Director and Learning Community Coordinator salaries

Option 3: Communities in Schools

Contracting with Communities in Schools

Logistics	Pros	Cons	Anticipated costs
<p>RRISD could contract with Communities in Schools to provide one social worker per school. A liaison to CIS could be located in Counseling Services</p>	<p>Evidence-based model</p> <p>Supervision by Communities in Schools</p> <p>Can phase in schools based on budget</p>	<p>RRISD would not have control over practice model</p>	<p>Contract with CIS \$100K per school. Includes social worker, supervision, model, professional development</p> <p>Funding for district wide position to liaison with CIS</p>

Target Hardening

- Redundant two-way communication systems in every classroom and assembly area including portables
- Repeaters for cell phone reception within school buildings
- All hallways and exterior areas have speakers tied to intercom
- Blinds that can be pulled over glass doors
- Threat Assessment Teams



Target Hardening

- Clear signs directing visitors to entry points
- Written access policy that is distributed
- Maps
- Staff members trained to challenge and report anyone on campus
- All Students and staff wearing badges
- Consequences for not following policies related to safety and security

Community Education

- Recommend community engagement on LE in schools and safety and security
 - Staff and student training around Law Enforcement
 - Educators do not always know the laws and liabilities around criminal behavior in school
- Communication and transparent updates with community



Independent Accountability and Oversight

Oversight Committee Makeup

- Two community appointments per trustee (At least 1 parent, 1 student from each LC and 4 at-large community members)
- Chief of Police
- One District Admin (role should encompass discipline, or Equity/Diversity/Inclusion)
- Legal Counsel
- Licensed Social Worker
- Special Education Representative



Independent Accountability and Oversight

Oversight Committee Procedures

- Will meet quarterly
 - More often as needed
- Application process
- Must develop and make public bylaws
- Provide a written annual report to the BOT by the last day of each school year
- Term of appointment 2 years
- Bi-Annual 3rd Party Audit
- Ongoing accountability



Additional Things for the Board to Consider

- Lack of trust as expressed at forums
- Is the district more concerned with PR than it is students?
- Concerns about police handling administrative discipline
- Lack of transparency is alarming



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Questions on Essential Components and Behavioral Health Options?

Governmental Law Enforcement Option

Safety & Security Task Force

Karen Elliott, Kathy Pickup, Edward Hanna, Tia James,
LaKissa Bright
Task Force Members

Introduction

- **Governmental LE** is an established agency overseen by state and/or federal statutes. An officer of such agency is a representative of the agency to enforce and ensure the obedience of laws.
- Our subcommittee defines the Governmental LE as an agency that will provide law enforcement officers completely dedicated to his/her assigned RRISD campus.
- References to a Law Enforcement Option as the option to oversee the safety and security of RRISD will be referred to as LEO.

Definitions

- School Resource Officer (SRO): By federal definition, is a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. NASRO* recommends that agencies select officers carefully for SRO assignments and that officers receive at least 40 hours of specialized training in school policing before being assigned. (e)
- Discipline administered by a SRO: A SRO will become involved in a student altercation ONLY if the behavior is against the law. If an act is in violation of the penal code according to the laws of the State of Texas, i.e. theft, physical and sexual assault, use of and/or possession of illegal substances; a SRO's action will be natural protocol in dealing with such actions.
- Non-criminal behavior such as a disruption in class (non-violent), refusal to comply, lack of preparation for class, will not be addressed by a SRO, but should be addressed by the RRISD Code of Conduct.
- *National Association of School Resource Officers (NASRO): non-profit organization founded in 1991 dedicated to providing the highest quality of training to schools-based law enforcement officers to promote safer schools and safer children.

Benefits (Pros)

- RRISD has had a long-standing relationship with one of our current LEO's, Williamson County Sheriff's department, since 1982. (a)
- Current LEO is open to collaboration with RRISD to establish a "partnership" and defined "mission". (a)
- Relationships with Campuses: Our current SRO's have established relationships with campus students, staff, and administration.
- Williamson County Sheriff's Dept. is committed to supporting transition of RRISD from current contract(s) and into the future. This includes, but is not limited to use of training facilities, command system, academy, etc.. (a)
- A SRO through a LEO allows a separation of powers for the District. This allows the District to focus on educating our students and giving the LEO the focus of law enforcement.
- LEO have oversight with the Sheriff and County Court Commissioners, all being elected positions. This provides an outlet for parents/community members to voice concerns and be heard.
- Current SRO's have already been through training and have working relationships in our schools.
- Neighboring districts using SRO's through partnership with a LEO with success.
 - Leander ISD, Georgetown ISD, Hays ISD, Burnet ISD, Liberty Hill ISD, Lago Vista ISD, Eanes ISD
- Overhead costs will be minimized. A LEO will already have an administration facility, facilities for training, dispatching, investigating, holding cells for both evidence and persons of interest.
- Equipment costs will be minimized. A LEO has trained officers, who are already in possession of uniforms, vehicles, firearms, and other gear.



Concerns (Cons)

- Concerns with staffing availability-Is WILCO able to provide coverage for all campuses even if their agency as a whole is understaffed?
- The District will have no involvement in hiring /firing or disciplinary decisions of SRO's; Lack of diversity in the department.
 - Currently, out of 9 contracted officers: 0 are Black, 1 is Hispanic, and the remaining officers are White.
 - In addition, there is only 1 female among the 8 males. (i)
- Sheriff wants complete control over SRO programs on campus. Will he be open to additional training as recommended by the Task Force?
- LEO SRO's could be pulled from assigned campus in the event of an emergency in the community, leaving the campus unattended.
- Will LEO SRO's only work with students, or will they also respond to public criminal issues? Will working with street patrol activity affect an officer's desensitization as he works with both sets of populations.
- Cost: Judge Gravell spoke, on his own behalf, of 110% cost coverage and 7-year contract; increases in pay/ benefits are dictated by WILCO. (c)
- Questions/Concerns regarding the jurisdiction with RRISD having campuses in both Williamson and Travis county. How difficult would it be to obtain a MOU?
- Limited control over District Specific training: i.e. Beyond Diversity, trauma-informed training, completion and engagement of other trainings with proven fidelity.
- Potential for limited collaboration
- Lack of communication and concern for the lack of commitment from Sheriff (evidenced by our inability to establish a meeting time with the Sheriff). (a)



Financial Considerations (Costs)

- COSTS: in speaking to Deputy Sheriff Tim Ryle, this proposal from 2018 may need to be updated: (a)
- This proposal includes the start-up costs for the additional (14) SRO's requested to cover schools vacated by RRPD as well as their supervision and support elements. This proposal also includes funding the positions at a complete 12 months for this group and salaries are estimated based on average entry level deputies and supervisors.
- Staffing:

SRO's (14) at 1.4 on chart	\$ 1,059,184
Sergeant (2) at 3.4 on chart	\$ 170,752
Lieutenant (1) at 4.4 on chart	\$ 92,780
Support: K-9 (handler included above)	\$ 14,000
Approximate Annual Cost	\$ 1,336,716
One time start-up equipment *	\$ 1,397,179

*no allocated equipment costs provided.

Financial Considerations (cont.)

- For budgeting purposes, RRISD should anticipate a 2.5% increase annually to cover pay step increases for staffing and also \$17K per year cost for training and supplies. (a)
- Any across-the-board salary increases implemented by the court will cause a need to amend the agreement when those changes are implemented.
- Major equipment replacement costs will be incident based and will be included in the annual contractual renewal of our agreement.* This costing does not include any over staffing for events or backfilling of positions. Those instances will be billed separately. (c)

*At 4/8/19 Task Force Meeting, Judge Bill Gravell presented the TF with an update to any contract to include 110% cost coverage, and a 7-yr contract.

Additional Information

- On March 20, 2019, Judge Bill Gravell, Jr., Wilco County Judge, met with Trustee Amy Weir, then TF Co-Chair Seth Flowers, and TF Chair, Lisa Moore. Gravell indicated that he was optimistic regarding Wilco Sheriff's Dept. providing an SRO program to RRISD and that he "believed that schools should be in the business of educating and that Law Enforcement should be in the business of policing." (b)
- On April 8, 2019, Bill Gravell, Jr., presented to the Task Force that in the event that Wilco would agree to taking over the SRO program for RRISD, there would need to be an extended contract beyond year-to-year. (c)
- On April 25, 2019, the RRISD Board of Trustees received a letter signed by both Bill Gravell and the RR Mayor Craig Morgan reaffirming that both Round Rock Police Dept. and Williamson County Sheriff's Dept. would both be concluding the SRO programs with RRISD. (d)
- Community Forums showed support to continue a relationship with a LEO to help facilitate a separation of entities; one in charge of educating our students and another keeping our students safe. (h)

Things for the Board to Consider:

- Is Sheriff Chody or other LEO be willing to bring forth the idea of an extended contract, and will RRISD be willing to negotiate?
- Is the County Commissioners Court open to begin negotiations with RRISD with a LEO to extend services for safety and security?
- Task Force has concerns with Williamson County Sheriff's Lead Training Officer's lack of awareness of the School-to-Prison Pipeline, whereas representatives from other local LEO's do have familiarity with this concept.
- Would a LEO be open to additional training as addressed in the Essential Elements recommendations? Do various LEO partners already provide training in excess of desired minimum requirements?
- Is it an option to request annual training in a contract with a LEO?
 - Proactive training in contrast to Re-active training
- Oversight, whether with an ISD PD or a LEO, will look different, but is strongly recommended.
- Concerns regarding recent incidences and press involving Sheriff Chody, the Williamson County Sheriff's Department and Judge Gravell, currently being addressed by the Commissioner Court. (f) (g) Should RRISD's social media policy be applied to all employees and contract support with the district?



References

- (a) Chief Deputy Tim Ryle, Meeting on 06/12/2019
- (b) Judge Bill Gravell, Jr., Meeting with TF Chairs on 3/20/2019
- (c) Judge Bill Gravell, Jr., Presentation to RRISD TF on 04/08/2019
- (d) Letter from RR Mayor Craig Morgan and Judge Bill Gravell, Jr., 04/25/2019
- (e) NASRO website, www.nasro.org
- (f) Osborn, Claire, Statesman, 08/02/2019
- (g) Ruland, Patricia, 09/29/2007
<https://www.austinchronicle.com/news/2007-09-28/543325/>
- (h) Safety & Security Community Forums, 05/15-16/2019
<https://www.facebook.com/rrisd/videos/180236002908783/>
<https://www.facebook.com/rrisd/videos/2417104941686786/>
- (i) Safety & Security Task Force Meetings, 09/10/2018-present



Questions on Government Law Enforcement Option?

Round Rock ISD Police Department Option

Safety & Security Task Force

Tracy Armstrong, Leah Nolan, Travis Pickford, John White,
Monica Faulkner, Wade Crain, Jen Henderson
Task Force Members

Introduction

ISD Police Officers are official Police Officers. They are commissioned by the Board of Trustees of the District. The authority to commission police officers comes from the Texas Education Code under section 37.081. The Board of Trustees sets the jurisdiction and scope of duties for school district police. School district police officers enforce the same laws as municipal police officers; including municipal ordinances, county ordinances, and state laws. They may arrest individuals found in violation of those laws, but they may not arrest for misdemeanor crimes.

A district police department's Chief of Police is accountable to all district stakeholders and shall report to the Superintendent as required by state law.



Definitions

- **National Association of School Resource Officers (NASRO):** organization that provides training to school-based law enforcement officers
- **School Resource Officer (SRO):** a career law enforcement officer with sworn authority who is deployed to work in collaboration with one or more schools
- **Texas Commission on Law Enforcement (TCOLE):** regulatory agency for establishing and enforcing standards for ensuring people of Texas are served by highly trained and ethical law enforcement personnel
- **Texas Education Code (TEC):** statute that defines the criteria for educational institutions in the state of Texas



Legislative Highlights

Gov. Abbott's School Safety Report (8/27/19) highlights the following as it relates to law enforcement:

- Schools should collaborate with local law enforcement to heighten police presence on school campuses.
- DPS reported that there are 162 schools providing office space to DPS officers, allowing 265 DPS troopers to have a regular presence in schools.
- Senate Bill 11 requires the school safety and security committee in each district to consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses
- Senate Bill 1707 allows school districts and law enforcement agencies to create a memorandum of understanding (MOU) to provide school resource officers for school safety. It limits their duties to law enforcement — not “routine student discipline or school administrative tasks.” This helps to address concerns that officers are being used inappropriately for discipline instead of general public safety.

ISD PD Coverage Considerations

226 Days (9 months)
or
260 days (12 months)

- Benefits are generally a 12 month expense
- Training typically occurs during Summer
- May have hybrid whereby the PD is a 260 day, but SOME officers are 226 day

24-hour
or
School day

- Evening Functions?
- Overnight Security?
- School Day is longer than 8 hours, so will be gaps in coverage
- 24-hour will require more officers



Policy Considerations

The police chief is charged with the responsibility of establishing policies for the police department

Those policies should minimally address the following:

- Use of Force
- Vehicle Pursuit
- Professional Conduct of Officers
- Domestic Abuse
- Response to Missing Persons
- Supervision of Part-Time Officers
- Impartial Policing
- Evidence Collection
- Eyewitness Identification



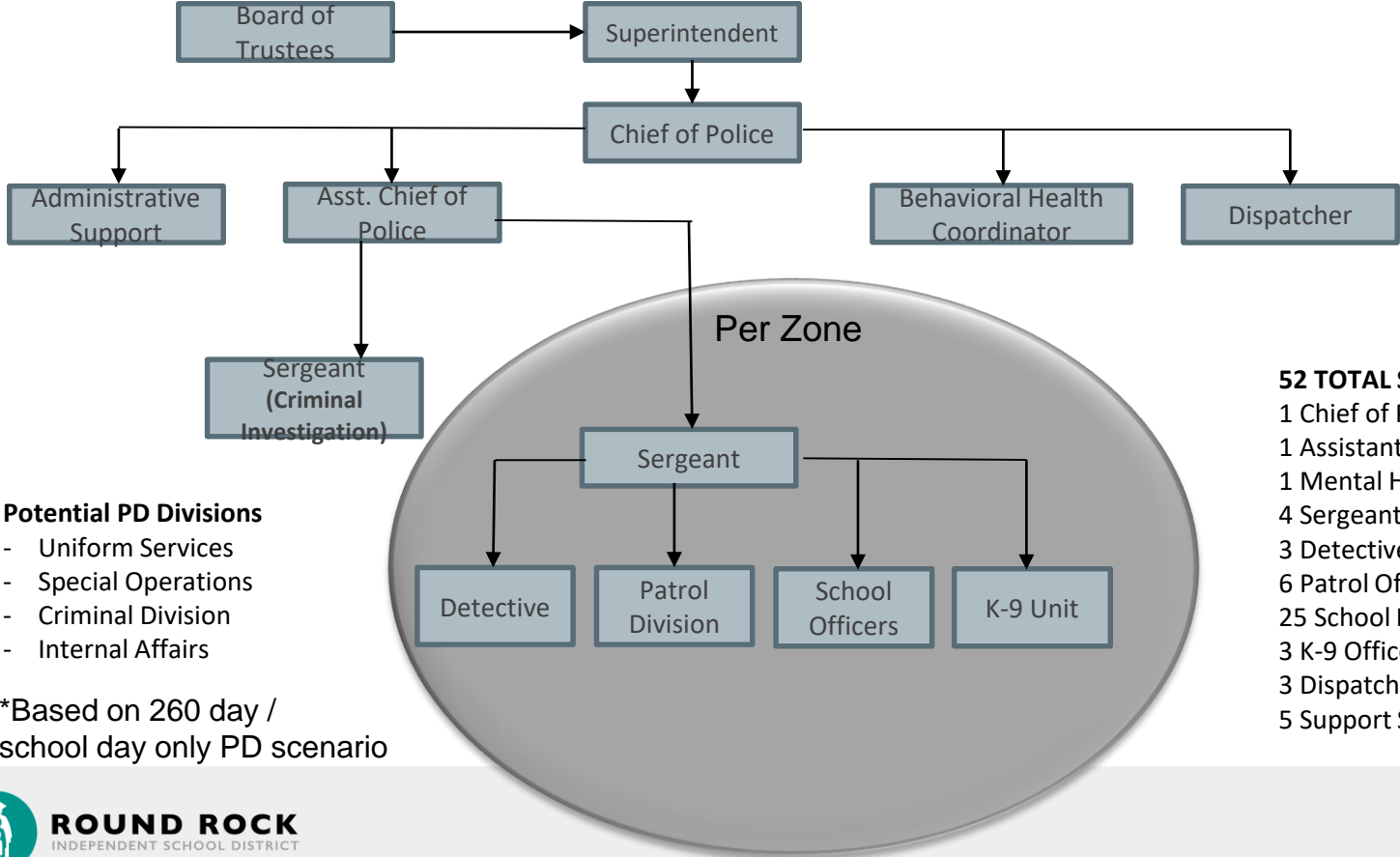
Potential RRISD PD Structure

Because of the geographic size of RRISD, the ISD PD would likely need to be divided into geographic regions.

One example could be: East, Central, and West Division.



Potential Command Structure



Potential PD Divisions

- Uniform Services
- Special Operations
- Criminal Division
- Internal Affairs

*Based on 260 day / school day only PD scenario

- 52 TOTAL STAFF**
- 1 Chief of Police
 - 1 Assistant Chief
 - 1 Mental Health Coordinator
 - 4 Sergeants (1 per zone, 1 lead)
 - 3 Detectives (1 per zone)
 - 6 Patrol Officers (2 per zone)
 - 25 School Resource Officers
 - 3 K-9 Officers (1 per zone)
 - 3 Dispatchers
 - 5 Support Staff

ISD Police Department Facility

The police department must have a physical location for the chief and his/her command staff. Initial consideration has been given to the renovation of a portable . Texas Commission on Law Enforcement (TCOLE) requires that the facilities are:

- Private and closed to civilians
- Enough room for
 - Office for the Chief of Police
 - Room to house Patrol Officers
- Equipped with
 - an evidence room (or at least contain a large gun safe bolted to the floor)
 - a holding facility
- Enabled with dispatch / communications with other agencies

Training Considerations

Officer Training is considered by the Task Force to be an Essential Component. As it relates to an ISD PD, the district can dictate what trainings are required and/or recommended. The basic SRO course is a 40-hour block of instruction. The advanced SRO course is a 24-hour block of instruction.

Benefit to hiring experienced only at start up

There are four basic levels of certification – basic, intermediate, advanced, and master. Officers typically receive higher compensation when they have higher training certifications. Officers are more desirable to other districts and municipalities as their training increases. RRISD would need to compensate accordingly to retain.

Sample Specialized Training (*some trainings are required by TCOLE):

- Mental Health Officer Certification
- Sexual Assault / Family Violence Investigator Certification
- De-Escalation Training *
- Cultural Diversity Training *
- Crisis Intervention Training *
- Racial Profiling Training
- Interacting with Deaf and Hard of Hearing Training
- Risk Management for Interscholastic Athletics and After-School Activities
- Effective Internet Safety Presentations
- Active Shooter Training *

Examples of Community Engagement

Partnership with Community Examples

- Monthly Police Chief Town Halls
- Monthly 'Coffee with a Cop'

Educational Campaign Examples

- Bicycle Safety
- 'Reading with a Cop'
- Kid Print
- Inhalant Abuse
- Tobacco Education
- Teens in the Driver Seat (TDS)
- Digital/Online Safety
- B.U.D.D.Y. Program

PD Charitable Work Examples

- Birthday Project (Dallas ISD): DISD PD partners with the Birthday Party Project to ensure that the student homeless population is able to have a birthday party.



Safety & Security

Behavioral Health Component

The behavioral health component to any proposed ISD PD is a critical piece and must be addressed intentionally. San Antonio ISD Police Chief Joe Curiel said the lack of mental/behavioral health services in schools and communities is the “most severely broken part of our system.”

The Essential Components subgroup presented three options:

- 1. School Safety and Support Department***
- 2. Student Support Department***
- 3. Communities in Schools***

Oversight and Planning Input Committee

A committee could be established to provide oversight and planning input. This group would meet monthly and could include:

- Safety and Security Representatives
 - Director of Safety and Security
 - Chief of Police
 - Assistant Chief of Police
- District Superintendent
- Mental Health Representative
- Equity Representative
- Emergency Management Representative
- 2 Trustees
- 1 Member of the Juvenile Justice System
- 5 Members of the Community
- 5 Teachers
- 5 Students
- Local Law Enforcement from Travis and Williamson Counties



*see SB11 requirements



School Safety and Security Committee Requirement of SB11

- Membership must include emergency management officials, local law enforcement, school police department officials, school board members, the superintendent, classroom teachers, and parents
- Must meet at least once each academic semester and at least once during the summer
- Committee must provide information to the School Board on the status of the district's multi-hazard emergency operation plan, community input also must be allowed.

Financial Considerations

				Loaded (115%) (per person)	Extended (using 115%) (total per position)	Loaded (140%) (per person)	Extended (using 140%) (total per position)
260 Days	#	Base	Benefits (15%)				
Chief of Police	1	\$133,349	\$20,002	\$153,351	\$153,351	\$186,689	\$186,689
Assistant Chief of Police	1	\$120,016	\$18,002	\$138,018	\$138,018	\$168,022	\$168,022
Sergeants	4	\$105,830	\$15,875	\$121,705	\$486,818	\$148,162	\$592,648
Detectives	3	\$81,411	\$12,212	\$93,623	\$280,868	\$113,975	\$341,926
Patrol Officers	6	\$60,902	\$9,135	\$70,037	\$420,224	\$85,263	\$511,577
School Officers	25	\$60,902	\$9,135	\$70,037	\$1,750,933	\$85,263	\$2,131,570
K-9 Officers (SRO + k-9 stipend)	3	\$60,902	\$9,135	\$70,037	\$210,112	\$85,263	\$255,788
Mental Health Lieutenant	1	\$75,005	\$11,251	\$86,256	\$86,256	\$105,007	\$105,007
Dispatchers	3	\$50,003	\$7,500	\$57,503	\$172,510	\$70,004	\$210,013
Support Staff	5	\$37,440	\$5,616	\$43,056	\$215,280	\$52,416	\$262,080
	52				\$3,914,370		\$4,765,320
226 Days	#	Base	Benefits (15%*)	Loaded (115%)* (per person)	Extended (using 115%)* (per position)	Loaded (140%)* (per person)	Extended (using 140%)* (total per position)
Chief of Police	1	\$101,248	\$20,002	\$121,250	\$121,250	\$154,588	\$154,588
Assistant Chief of Police	1	\$90,400	\$18,002	\$108,402	\$108,402	\$138,406	\$138,406
Sergeants	4	\$79,552	\$15,875	\$95,427	\$381,706	\$121,884	\$487,536
Detectives	3	\$61,472	\$12,212	\$73,684	\$221,051	\$94,036	\$282,109
Patrol Officers	6	\$45,200	\$9,135	\$54,335	\$326,012	\$69,561	\$417,365
School Officers	25	\$45,200	\$9,135	\$54,335	\$1,358,383	\$69,561	\$1,739,020
K-9 Officers (SRO +k-9 stipend)	3	\$52,432	\$9,135	\$61,567	\$184,702	\$76,793	\$230,378
Mental Health Lieutenant	1	\$56,048	\$11,251	\$67,299	\$67,299	\$86,050	\$86,050
Dispatchers	3	\$32,544	\$7,500	\$40,044	\$120,133	\$52,545	\$157,636
Support Staff	5	\$28,928	\$5,616	\$34,544	\$172,720	\$43,904	\$219,520
	52				\$3,061,658		\$3,912,608

*Most salary estimates provided by RRISD

*Benefits estimated at 15% (115%) per RRISD guidance. *These are non-exempt positions

Financial Considerations

Non-salary Costs Estimated

Equipment per Officer	#	Cost per Item	Total per Item	Comment
Vehicle	44	\$33,000	\$1,452,000	Could purchase used
Vehicle Equipment/Modifications	44	\$12,000	\$528,000	Could reduce for on-campus SROs
Uniform	44	\$2,200	\$96,800	
Misc. Equipment	44	\$4,830	\$212,520	
Radio	44	\$4,830	\$212,520	
Hardware	44	\$7,260	\$319,440	
Software	44	\$2,283	\$100,452	
Liability Insurance	44	\$118	\$5,192	TEC required \$1,000 surety bond
Training	44	\$1,200	\$52,800	Minimum training cost
		Total per Officer	Total Equip. Costs for Officers	
		\$67,721	\$2,979,724	
One time Expenses	#	Cost per Item	Total Cost	Comment
CAD System (Record Management)	1	\$1,000,000	\$1,000,000	can have MOU with other entity
Trained K-9 (Single Purpose)	3	\$8,000	\$24,000	
Facility	1	\$200,000	\$200,000	not long term solution
		\$1,208,000	\$1,224,000	\$4,203,724

*Cost per officer estimates based on Hutto ISD 2016 proposal to establish ISD PD

Benefits (Pros)

- Best opportunity to establish and standardize protocols and systems related to core values (as outlined in district's strategic plan) and essential components (as outlined by task force)
- Control of hiring, training and campus assignment of officers
- Streamlined ability to collect data on law enforcement referrals and outcomes
- Specific hiring of officers for school-based law enforcement
- Immediate on-site response to emergencies
- Reduced chance of coverage interruption
- One agency handling all law enforcement activities within the district, resulting in improved consistency
- Establishing ISD police department prior to SY 2021 budgeting deadline provides opportunity for 'phase in'
- Officers will be part of RRISD family
- Eliminate need for contract negotiations with governmental agencies

Concerns (Cons)

- Potential for a loss of established SRO relationships
- Attrition increases chance of coverage interruption
- Startup costs and capital expenditures may be greater than costs for using outside law enforcement option
- Would require more officers than MOU with other agency
- Community distrust of district's ability to effectively manage a PD

- Legal structure of PD requiring Police Chief to report directly to Superintendent

- Potential for an increase in disproportionate discipline of protected classes by law enforcement
- Fewer checks and balances with centralized law enforcement

- National and local trends suggest it will be difficult to obtain and recruit officers

What does it take to start our own PD?

Application

1. Application must be made by the superintendent or chief of police
2. \$1,000 fee
3. Takes at least 3-6 months
4. Must be a specified line item in the budget for the ISD PD at the time the application is made.
5. Develop Application (9 components)

ISD PD Summary



What does an **ISD POLICE DEPARTMENT DO?**

BY VANESSA HOLT AND BETH MARSHALL

In addition to county and municipal law enforcement, many Texas school districts have their own police departments. Commissioned by local boards of trustees, these departments report to the district superintendent, but they have all of the powers of other law enforcement agencies.

How school

POLICE DEPARTMENTS ARE FORMED

The first police force in a Texas independent school district, Klein ISD Police Department, was established in September 1982. Any school district can form a police department, and ISD officers receive the same training as other law enforcement officers.



Any school district can form a police department by resolution.



There are no size requirements for an ISD to form a police department.



The school board authorizes and commissions the police department.



Licenses are held by the Texas Commission on Law Enforcement.



Officers receive special training to work in a school district.



ISD officers have the same powers as municipal police, but their jurisdiction is local school campuses, bus stops and other areas under district control.



SCHOOL DISTRICT POLICE POWERS

An ISD police chief reports to the superintendent, and officers are responsible for law enforcement on school property and in school zones.

TRADITIONAL DUTIES

School district police have the same powers and privileges as municipal police officers within the district's jurisdiction.

- ✓ Enforce municipal, county and state laws
- ✓ Take a juvenile into custody
- ✓ Serve search warrants in district-related investigations
- ✓ Perform arrests
- ✓ Enforce district policies
- ✓ Are able to carry weapons
- ✓ Receive the same training as other police officers

SPECIALIZED DUTIES

In addition to conventional law enforcement responsibilities, school district police have a unique set of duties relating to education and community involvement.

- ✓ Patrol the campuses, school zones and bus stops
- ✓ Involved in campus-based initiatives like character education
- ✓ Build relationships with students
- ✓ Engaged in leadership programs in the district
- ✓ Officers receive at least 40 hours of additional school-based law enforcement training every two years

SOURCES: SPRING ISD, KLEIN ISD, CONROE ISD, TEXAS ASSOCIATION OF SCHOOL BOARDS/COMMUNITY IMPACT NEWSPAPER



LOCAL LAW

Conroe ISD's police department includes a chief, numerous peace officers and civilian staff members.

Peace Officers

6 sergeants 13 corporals 3 part-time officers

40 full-time officers 1 chief

Civilian Staff

65 crossing guards 13 prevention control workers 1 secretary

5 dispatchers 1 technology programmer

* Conroe ISD Example



References

Scope and formation of ISD PD: <https://codes.findlaw.com/tx/education-code/educ-sect-37-081.html>

TCOLE Requirements for the Chief of Police:

<http://www.tcole.texas.gov/sites/default/files/FormsAppsPubs/ChiefAdministratorDeskReference.pdf>

Texas Commission on Law Enforcement (TCOLE) Rules and Requirements:

https://www.tcole.texas.gov/sites/default/files/Rules%20Handbook%205_1_2018.pdf

NASRO (National Association for School Resource Officers)– <https://nasro.org/>

TCOLE (Texas Commission on Law Enforcement) - <https://www.tcole.texas.gov>

Gov. Abbott School Safety Plan:

https://gov.texas.gov/uploads/files/press/Aug_2019_School_Safety_Update.pdf

Reference Links:

1. <https://www.campussafetymagazine.com/safety/school-mental-health-staff-students/>
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Questions on Round Rock ISD Police Department Option?



Alternative Security Options

Safety & Security Task Force

Alan Anbari, Allison Sutton, (Rachel Brooks)
Task Force Members (Former Task Force Member)

Introduction

- Why have Alternative Options?
- PREVENTION:
 - US Secret Service: Threat assessment model
 - Gov. Abbott: Preventing threats in advance, Mental Health
 - Texas Appleseed: Positive atmosphere, trusting relationships, avoid criminalizing disciplinary issues
 - Texas Senate Bill 11 (2019): Mental Health, threat assessment
 - Community feedback: RRISD Town Halls and surveys indicated need for more trust and more Mental Health
 - University of Buffalo School Security Conference (2018): Mental Health support, Equity, Prevention, avoid criminalizing adolescent behavior

Introduction

- Essential Components:
 - Addressing Educational and Racial Equity
 - Reducing Disproportionate Discipline
 - Increasing and promoting Behavioral Health
 - Allowing for Customizable Training
 - Encouraging Independent Accountability and Oversight at both District and Campus levels
 - Providing a path for Community Education and Transparency

Introduction

- Options outlined by:
 - Texas Education Agency (TEA)
 - Texas Association of School Boards (TASB)
 - Gov. Abbott's "School Safety Action Plan"
- Legal basis for each option
- These options ≠ Law Enforcement (LE)
with some exceptions

Introduction

- All these options can be *combined*:
 - with each other
 - with LE options
 - or without LE options
- None of these necessarily exclude others
- Currently, RRISD is using a hybrid model:

Local Law Enforcement
District Staff (discipline)
+ Behavioral Health Staff

HYBRID

Behavioral Health

- Not addressed by TEA as Safety Option
- Best practice according to current research by LE experts
- Supported by community feedback, educators, and SHAC
- Required under *Texas Senate Bill 11 (2019)*
- TEA Comprehensive Developmental Counseling Program Model

Tier 1: Comprehensive Guidance – personal safety

Tier 2: Smaller Groups – alert systems and mentoring

Tier 3: Beginning of Individual Support – bullying, discipline

Tier 4: Specialized Interventions – crisis intervention

School Sentries

- Reinvention and upgrade of current Hall Monitor
- Also not addressed by TEA as Safety Option
- RRISD Hall Monitor job description lists:
 - Student, Administration/staff, facilities support
 - Focusing on discipline and safety
 - Collaborate/communicate with Administration and LE
 - Monitor students, visitors, and for unauthorized persons
- Discipline (not Law Enforcement)

School Marshals

- Established by *Texas Education Code 37.0811* in 2013
- Board of Trustees may appoint trained and TCOLE-licensed employees as school marshals
- Marshals: covert, armed, specialized LE officers
- Psychological exam required
- 80 hours specialized training, focusing on:
 - PREVENTING school shootings
 - Protecting potential victims
 - Education in legal issues related to being a Peace Officer
 - Improving handgun proficiency
- Licensed for 2 years + renewal every 2 years with up to 16 hours of additional training (*Texas Occupations Code 1701.260*)

School Marshals

- Duties of school marshals:
 - (1) “make arrests and exercise all authority given peace officers under this code, subject to written regulations adopted by: (A) the board of trustees of a school district ...
 - (2) only act as necessary to prevent or abate the commission of an offense that threatens serious bodily injury or death of students, faculty, or visitors on school premises.”
(*Texas Code of Criminal Procedure 2.127*)
- Marshals must remain anonymous (*TEC 37.0811*)
- Handgun in lockbox and uses frangible ammunition

Guardian Plan

- Informal “plan” with few guidelines or oversight
- *Texas Attorney General Opinion No. GA-1051 (2014)*
- School Board of Trustees may adopt a local board policy that authorizes specified employees* to carry firearms on school premises as guardians (*TEA*)

- * State law does not require it be an employee or trustee:
Any person may legally carry a firearm on school premises “pursuant to written regulations or written authorization of the institution” (*Texas Penal Code 46.03*)
- Gov. Abbott’s “School Safety Action Plan Summary” notes Waxahachie ISD is using volunteers as guardians

Private Security

- Established by *Texas Occupations Code 1702*
- Texas Private Security licenses (DPS):
 - Level II (L2): Non-commissioned security = Unarmed:
 - May be instructed by manager or security school
 - Online options exist (6 hours credit)
 - DPS-designed course materials

 - Level III (L3): Commissioned security officer = Armed:
 - Must be instructed by DPS-approved school and instructor
 - Minimum 45 hours of training
 - Exam includes firearm proficiency

- This is a “law enforcement” option.

Private Security

- Armed security personnel employed by a school district must be a commissioned peace officer (*TEC 37.081 (a)*)
- DPS opinion:
Armed Private Security personnel in schools cannot merely possess L3 license but must be fully commissioned peace officers
- Impersonating a Private Security Officer is illegal (*TOC 1702.3875*, amended by *SB 616*, 2019)

Summary of Duties

- Behavioral Health
 - **Holistic approach to wellbeing:** proactive, education, prevention, reaction, intervention, treatment, discipline
- School Sentry
 - **General safety and security duties:** proactive, prevention, visible deterrent, reaction, discipline referral

Summary of Duties

- School Marshal
 - **Specialized safety and security duties:** prevention, covert armed presence, reactive, discipline + law enforcement (unique to option)
- School Guardian
 - **Prevent loss of life:** covert armed presence, reaction
- Private Security
 - **General safety and security duties:** proactive, prevention, visible deterrent, reaction, discipline referral, law enforcement referral

Safety & Security Overview

	Behavioral Health	School Sentries	School Marshals	School Guardians	Private Security	Law Enforcement
Discipline	Discipline	Discipline	Discipline			
Law Enforcement			Law Enforcement	Prevent loss of life	Law Enforcement	Law Enforcement
Prevention	Prevention	Prevention	Prevention		Prevention	Prevention
Reaction	Reaction	Reaction	Reaction	Reaction	Reaction	Reaction
Armed			Armed	Armed		Armed
Unarmed	Unarmed	Unarmed			L2 = Unarmed	
Uniformed	Known Individuals	Uniformed			Uniformed	Uniformed
Covert			Covert	Covert (CHL)		
State-mandated Training	State-mandated Training		State-mandated Training		State-mandated Training	State-mandated Training
Customizable Training		Customizable Training		Customizable Training		

Benefits (Pros)

	BEHAVIORAL HEALTH	SCHOOL SENTRIES	SCHOOL MARSHALS
TRAINING	Customizable beyond requirements	Customizable	Customizable beyond requirements
PREVENTION / REACTION	Prevention & Reaction	Prevention & Reaction	Prevention & Reaction
UNIFORMED / COVERT	Known individuals	Uniformed = deterrent	Covert (good for crisis LE)
DISCIPLINE / LE	Discipline	Discipline	Possible dual role
PHILOSOPHY	Mentoring & MH education	Mentoring	Mentoring
STAFFING	Staff to needs	Staff to needs	Volunteers (employees)
EQUITY	Yes	Yes	Difficult to achieve?
OVERSIGHT	Code of ethics (licensed)	District and Campus	District and Campus
OTHERS	MH professionals	Easiest to staff	Handgun kept in lockbox
	Familiarity with campus	Familiarity with campus	Familiarity with campus
	Possible LE integration	First line & LE contact	LE integration



Benefits (Pros)

	GUARDIAN PLAN	PRIVATE SECURITY
TRAINING	Fully customizable (none required beyond CHL)	L2 = license (+ customizable)
PREVENTION / REACTION	Reaction	Prevention & Reaction
UNIFORMED / COVERT	Covert (good for crisis LE)	Uniformed = deterrent
DISCIPLINE / LE	One role = prevent loss of life	L2 = Law Enforcement
PHILOSOPHY	Preserve life in crisis	Mentoring possible
STAFFING	Volunteers and/or employees	Staff to needs or by contact with third party
EQUITY	Difficult to achieve?	Yes
OVERSIGHT	District and Campus	Subject to legal review
OTHERS	Armed but covert	Could be established quickly (third party)
	Familiarity with campus	Familiarity with campus
		LE contact

Concerns (Cons)

	BEHAVIORAL HEALTH	SCHOOL SENTRIES	SCHOOL MARSHALS
ARMED/ UNARMED	Unarmed	Unarmed (cannot be armed)	Armed but covert (not visible deterrent)
LAW ENFORCEMENT AUTHORITY	None & least amount of training in LE orientation	None	Yes, but only in certain circumstances
OTHERS	Costly, but could be designated only for MH issues (Gov. Abbott)	More expensive training than Hall Monitors	Difficulty in recruiting volunteers among current employees
		Retention	Anonymity and retention
			Strictest state legal requirements
			Decision to use force in school or classroom
		Practicality of lockbox	
		Teachers generally oppose efforts to arm educators (NEA & TSTA)	



Concerns (Cons)

	GUARDIAN PLAN	PRIVATE SECURITY
ARMED/ UNARMED	Armed but covert (not visible deterrent)	L2 = Unarmed (cannot be armed)
LAW ENFORCEMENT AUTHORITY	May <u>only</u> act to prevent loss of life	L2 = Yes, but unarmed so may require LE backup
OTHERS	No clear guidelines for training	Potentially very expensive, especially with third-party contractor
	Possible difficulty in oversight	Possibly limited customizability
	Anonymity and retention	L2 = would require LE backup
	Liability issues	Liability issues

Traits in **RED** are not in line with the overall designations of Pros or Cons but have been included to facilitate comparison.

Financial Considerations (Costs)

- Behavioral Health:
 - cost projections available from Behavioral Health presentation
- School Sentries:
 - increase over Hall Monitor pay
- School Marshals:
 - districts not obligated to pay cost of training, licensing, psychological exam, handgun allowance, etc. (RRISD may choose to reimburse with stipend)
- Guardian Plan:
 - potentially no or little cost
- Private Security:
 - hourly or salary if managed by RRISD
 - or bids from third-party contractors



Examples: Hybrid Plans

- Example 1:
 - **MIDDLE SCHOOLS:** Sentries and Behavioral Health working as teams (no police at MS level – local LE can be called in as needed)
 - **HIGH SCHOOLS:** Combination of LE, Sentries, and Behavioral Health, working as teams (can be integrated into Threat Assessment Teams required by SB 11)
 - Marshals as needed

Examples: Hybrid Plans

- Example 2:
 - **INSIDE BUILDINGS:** Sentries and Behavioral Health
 - **OUTSIDE:** LE (depending on campus needs)
 - LE can be called inside when needed for actual criminal activity
 - Marshals as needed

Examples: Hybrid Plans

- Example 3:
 - **No LE**
 - **INCREASED HARDENING:** single/controlled entry, badges, cameras in public areas, adequate communication between classrooms and front office, panic buttons
 - **PROACTIVE PREVENTION TEAMS:** Sentries and Behavioral Health in schools (threat assessment teams)
 - **LOCAL LE:** called in for criminal matters
 - **POLICE RADIOS:** on all campuses to call directly to local LE dispatch in an emergency
 - Marshals as needed

Examples: Other Districts

- School Marshals:
 - TCOLE tracks licensed marshals but statistics are not publicized
 - Gov. Abbott: Since May 2018, Texas increased number of marshals by 325% (current to August 2019).
 - Many districts have indicated they want marshals but may not have implemented programs yet (Ex: Santa Fe ISD)
 - Districts with marshals: Abilene ISD, Argyle ISD, Granbury ISD, Huffman ISD, Ingram ISD (one at every school), Wylie ISD
 - Waxahachie ISD is requiring at least 1 marshal per campus + volunteer guardians with similar training
 - Trainings held by TCOLE, Pflugerville ISD / WilCo, Texas A&M Engineering Extension Service (TEEX)
 - Can receive additional training through CRASE or alongside LE

Examples: Other Districts

- School Guardians:
 - Guardians are not tracked by any state agency
 - Some school districts have signage to indicate the presence of armed staff (guardians and/or marshals)
 - Waxahachie ISD: hybrid with guardians + marshals
 - Rural districts, due to longer response times
 - Forsan ISD: guidelines for training of guardians are the same as marshals = unlicensed marshals

Examples: Other Districts

- Private Security:
 - Arlington ISD: SROs + L2 Private Security Guards
 - Edinburg CISD: District PD + prefer L2 Security Officers
 - Mission ISD: L2 Campus Security Officers
(+ local LE – not on campus)
- Many districts use non-licensed:
Security Officers, Security Guards, Auxiliary Officers, Campus Security,
Public Safety Officers
 - These are all equivalent to Sentries or Hall Monitors

Summary

- Safety and security options exist besides law enforcement.
- These options can be combined, used with LE, or stand alone.
- These could be established with equity for each campus.
- There are legal requirements for most of these options.

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BEHAVIORAL HEALTH

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SCHOOL SENTRIES

RRISD job description “Monitor, Hall” (revised November 2012):

<https://ess.roundrockisd.org/ESS/employmentopportunities/>

SCHOOL MARSHALS

Texas Commission on Law Enforcement > “School Marshal”: <https://www.tcole.texas.gov/content/school-marshals>

GUARDIAN PLAN

Texas Attorney General Greg Abbott Opinion No. GA-1051, “Re: Whether a school district may authorize an employee or trustee to carry a concealed handgun ...” (dated April 17, 2014):

<https://www2.texasattorneygeneral.gov/opinion/index-to-opinions>

PRIVATE SECURITY

Texas Department of Public Safety > “Agency Opinions Related to Private Security” > “School District

Employment of Private Security Guards”: https://www.dps.texas.gov/rsd/psb/Laws/psb_opin_sum.htm



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TEXAS STATUTES

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- Education Code § 37. “Discipline; Law and Order”
- House Bill 1387. Legislative Session 86(R), 2019. [“the number of school marshals that may be appointed”]
- Occupations Code § 1701.260. “Training for Holders of License to Carry a Handgun; Certification of Eligibility for Appointment as School Marshal”
- Occupations Code § 1702. “Private Security”
- Penal Code § 46.03. “Places Weapons Prohibited”
- Senate Bill 11. Legislative Session 86(R), 2019. [“school safety and mental health promotion”]
- Senate Bill 616. Legislative Session 86(R), 2019. [“functions of the Department of Public Safety”]
- Senate Bill 1707. Legislative Session 86(R), 2019. [“the duties of school district peace officers, school resource officers, and security personnel”]

Questions on Alternative Security Options?



Re-cap & Closing

Safety & Security Task Force

Overview of Essential Components

- Safety and Security measures need to be implemented across the district so that every campus should have what they need.
- Every adopted recommendation should be implemented with fidelity.
- Trust and transparency is paramount which will need to involve and inform community members while repairing broken trust that exists.
- Round Rock ISD Responsibilities for **every** safety and security option include:
 - ✓ Educational and Race Equity
 - ✓ Behavioral Health Supports
 - ✓ Additional Training
 - ✓ Target Hardening
 - ✓ Community Education
 - ✓ Independent Accountability and Oversight



Overview of Behavioral Health

There is a clear need to address behavioral health:

- 3 students per day have suicidal outcry.
- 6 students per day have mental health concerns that necessitate parent involvement.
- We have experienced multiple deaths by suicide.

There are available options to the School District:

- RRISD could create a School Safety and Support department. One branch would be police department and one branch would be social services.
- RRISD could hire its own social workers. Ideally, one social worker would be available per school.
- RRISD could contract with Communities in Schools to provide one social worker per school. A liaison to CIS could be located in Counseling Services.

Overview of Safety & Security Options

Government Law Enforcement Option

- Students, parents and teachers are familiar with many SROs who have already served in our schools.
- Future contracts with Williamson County will have to be negotiated.
- Policing by a government law enforcement agency allows for separation of education and law enforcement duties.
- Round Rock ISD may be unable to hold accountable any SROs who are not in alignment with the goals and values of the school district thus making the relationship unmanageable.

Round Rock ISD Police Force Option

- Round Rock ISD could have the ability to assure district goals and values are upheld as well as be directly responsible for accountability within the agency.
- All Round Rock ISD schools could be under a single jurisdiction with streamlined safety and security protocols, policies, and procedures.
- There are considerable policy and financial considerations that will have to be undertaken in order to efficiently, successfully, and equitably create and manage a district police agency.
- Community engagement, transparency as well as agency oversight will be necessary, long term.

Alternative Options

- Safety and security options exist besides law enforcement.
- Alternative options can be combined, used with law enforcement, or stand alone.
- Alternative options could be established with equity for each campus.
- There are legal requirements for most of alternative options.

Questions for the Task Force?