Police in Schools?
Five Essential Strategies to Include Law Enforcement in SWPBIS

Presented by:
Officer William Etue
Los Angeles School Police Department

Sergeant James Ream
Los Angeles School Police Department

Laura Zeff, BCBA
Los Angeles Unified School District

Who are we?

• Los Angeles Unified School District
  • Enrollment – 673,849
  • Total Schools - 1,386

• Los Angeles School Police Department
  • 400 Sworn personnel
  • 100 School Safety Officers (SSO)
  • 34 civilian support staff
Objectives

• Participants will learn about five specific strategies used to develop a collaborative partnership with police personnel to enhance PBIS efforts.

• Participants will gain an understanding of how positive, proactive collaboration with police personnel enhances the quality of life for students, staff, families and police and improves school culture and climate.

• Participants will develop their own list of ideas and resources to use in their work.

What are your experiences with law enforcement in schools?
There is a nationwide effort to improve relationships between law enforcement and schools.
There is a nationwide effort to improve relationships between law enforcement and schools.

‘Role models and heroes’: What Central Florida agencies expect from school resource officers

Meridian school police officers keep students safe, build positive relationships

Police ambassador program helps students with career plans

Oklahoma City police, school district team up to help children exposed to trauma

Students team up with police and local organizations to keep teens safe

Franklin police officers become mentors to young students

At Homework House, Police Officers Tutor Students

Assist Police sufficient take up to mentor kids while providing much-needed homework help.
Top five proactive strategies used to include police personnel in PBIS implementation

1. Establishing Cooperative Relationships
2. Inclusive Practices
3. Working Together
4. Cross Discipline Training
5. Implementation of Prevention/Intervention Strategies

Establishing Cooperative Relationships

- Making initial contact between school staff and police personnel
- Communicating purpose and objectives in PBIS planning
We each come with our own perspective.

Agenda, Needs, Wants, Expectations, Mindsets, Prejudices, Attitudes, Beliefs, Experiences

What is our common ground?

Student Success
Inclusive Practices

- Establishing routine communication
  - Formally and informally
- Finding common ground
  - Identify and clarify areas
- Creating a mutual understanding of steps to move forward in PBIS planning
  - When to work together and when not to
• Identifying resources and areas of impact based on current school and district data
• Developing a plan of action in PBIS planning
Holiday Story Time

*Books & Badges*

This holiday season, in addition to the backpack, school supply, and toy giveaways, police officers from the Los Angeles School Police Department read stories to students who are receiving special education services throughout the District. This interaction promotes a love for reading while building positive relationships. The students, police officers, and school staff all felt enriched by the experience.

---

4 Cross Discipline Training

- Developing effective evidence-based bilateral training for both school/district staff and police personnel in PBIS planning
Special Ops, Special Ed

• Building a collaborative team
  • Law enforcement and educators
    • Understanding and using each others perspectives and emphasis

• Develop Curriculum
  • Information, materials, logistics

• Selecting appropriate location for the training
  • Space, access

• Selecting the students and getting permission slips, photo releases, transportation, etc.

• Selecting staff trainers (District and Law Enforcement) for the training

• Built upon the premise that knowledge, experience and collaboration are power

• Objectives
  • better prepare officers to respond to incidents involving students with disabilities
  • Increase the use of proactive behavior strategies
  • avoid violating the constitutional rights of students and to mitigate litigation risk.

• Results: changes in practice, behavior and understanding

• Next Steps: Expand to include trauma informed and resilient practices and specialized student populations
What does the data show?

- Since June 2014
  - Approximately 200 officers have been trained

Comments from Officers

- Thank you for giving more tools to work with to help me do my job better.
- It taught me to be more attentive and to try different approaches to communicate with students.
- I have learned to think outside the box and not treat students with disabilities as criminals but as people with needs.
- Getting to be involved with the kids helped me understand the material better

Working Together

Alternatives to Suspension – Prevention is Key
April 13, 2018
SESSION 2: 9:00am – 10:30am

BANCU MIA – LASPD & Pupil Services Division Program
This presentation will provide information on the Division Program. The program addresses the behavioral and social-emotional needs of students and families and makes recommendations on how to address those identified needs.

Officer William T. Vule, Arroyo Division Coordinator
Betty J. Paredes, Coordinator, Pupil Services

BANK MIA – Making Connections: The Key to Student Success
Participants will learn how to increase student success by using evidence-based approaches to student behavior. This presentation contains practical ways to make positive connections with students through the use of Tier II interventions.

Julie Wallberg, Behavior Specialist, Division of Special Education
Officer Anthony Bryant, Los Angeles School Police Department

LASPD 5th Annual Training Symposium
Leading in Times of Crisis
Conference Agenda

March 5-7, 2017

Session 2: 1:00 pm - 2:30 pm

Objectives for Today’s Work

- The team will have an opportunity to:
  - Build community and capacity through exercises of collaboration
  - Implement and improve upon existing support services, strategies, and best practices
  - Strengthen the leadership capacity and promote the well-being of students and staff
  - Collaborate and coordinate with district support services personnel
  - Understand how to use Multi-Tiered System of Supports (MTSS) connects PBS, Restorative practices, social-emotional competencies, and the work of the various district support services

- The team will have an opportunity to:
  - Strengthen collaboration and coordination across services
  - Strengthen the leadership capacity and promote the well-being of students and staff
  - Collaborate and coordinate with district support services personnel
  - Understand how to use Multi-Tiered System of Supports (MTSS) connects PBS, Restorative practices, social-emotional competencies, and the work of the various district support services

- The team will have an opportunity to:
  - Strengthen collaboration and coordination across services
  - Strengthen the leadership capacity and promote the well-being of students and staff
  - Collaborate and coordinate with district support services personnel
  - Understand how to use Multi-Tiered System of Supports (MTSS) connects PBS, Restorative practices, social-emotional competencies, and the work of the various district support services

- The team will have an opportunity to:
  - Strengthen collaboration and coordination across services
  - Strengthen the leadership capacity and promote the well-being of students and staff
  - Collaborate and coordinate with district support services personnel
  - Understand how to use Multi-Tiered System of Supports (MTSS) connects PBS, Restorative practices, social-emotional competencies, and the work of the various district support services
Anger Management Program for Students

• The Anger Management Program for Students (AMPS) focuses on positive methods of handling anger and giving students alternative solutions to dealing with anger issues.
5 Implementation of Prevention/Intervention Strategies

- Implementing PBIS prevention and intervention strategies through a multi-tiered system of support.

Arrest Diversion Referral Program

- Alternative to the arrest and citation of LAUSD students ages 13 - 17
- Uses a “non-punitive” enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement
- Addresses the behavioral and social emotional needs of students and families
  - FamilySource PSA Counselor provides support and resources to family and student
Historical Data
Inception of the Arrest Diversion Program (2013 - 2014 school year)

- 1,954 students have been diverted
  - 91% of the students have successfully completed the program.
- Out of those diverted, only 9% have been forwarded to Los Angeles County Probation.
  - Since 2014, there has been a recidivism rate of 8%.

Arrest Diversion by Age
2013 - 2019

Arrest Diversion by Offense
2013-2019

Arrest Diversion by ethnicity
2013-2019
Looking at the numbers

Diversion and Arrest Comparison

Number of Incidents

Decreased Release From Custody Arrests by 92%

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrest Diversion</td>
<td>0</td>
<td>95</td>
<td>135</td>
<td>112</td>
<td>139</td>
<td>140</td>
</tr>
<tr>
<td>Release From Custody (RFC)</td>
<td>1667</td>
<td>141</td>
<td>190</td>
<td>209</td>
<td>187</td>
<td>205</td>
</tr>
<tr>
<td>Battery Arrest</td>
<td>166</td>
<td>95</td>
<td>146</td>
<td>153</td>
<td>107</td>
<td>77</td>
</tr>
<tr>
<td>Battery Diversion</td>
<td>0</td>
<td>135</td>
<td>112</td>
<td>139</td>
<td>109</td>
<td>140</td>
</tr>
</tbody>
</table>

Building Blue Bridges
Mental Health Evaluation Teams

The purpose of the Mental Health Evaluation Team (MHET), a partnership between the Los Angeles School Police Department and School Mental Health, is to provide compassionate field intervention, triage, and appropriate linkages and services in situations involving students and staff dealing with or suffering from a mental health crisis.
Let’s review the top 5 proactive strategies

1. Establishing Cooperative Relationships
2. Inclusive Practices
3. Working Together
4. Cross Discipline Training
5. Implementation of Prevention/Intervention Strategies
Coming together is a **beginning.**
Keeping together is **progress.**
Working together is **success.**

~ Henry Ford ~

For additional information, please contact:

**William Etue**
wetue@laspd.com
213-308-1567

**James Ream**
jream@laspd.com
213-400-9785

**Laura Zeff**
laura.zeff@lausd.net
213-241-3571