

SCHOOL LAW ENFORCEMENT PARTNERSHIP

Advisory Group

Recommendations to the School Board

January 19, 2023

thru



SLEP Advisory Group **Mission**

The mission of the SLEP advisory group is to assist ACPS leadership, the Superintendent and the School Board in **reimagining the school law enforcement partnership** with the Alexandria Police Department in order to ensure a **positive, safe and equitable school experience** for all students.

SLEP Advisory Group Selection Process

ACPS Staff Members were selected to provide expertise related to their direct involvement with ACPS security operations, experience operationalizing the SLEP program on school campuses, and understanding of student social, emotional and academic learning (SEAL) needs.

April 22

May 2

Online application process

Recommended by Chief of Police

Alexandria Community Members

APD

Alexandria community members (Non-ACPS Staff Members) applied to represent themselves as parents and/or experts related to law enforcement, criminal justice reform, black male achievement, and/or school-community engagement and relations.

Recommended by City Staff

City Representatives

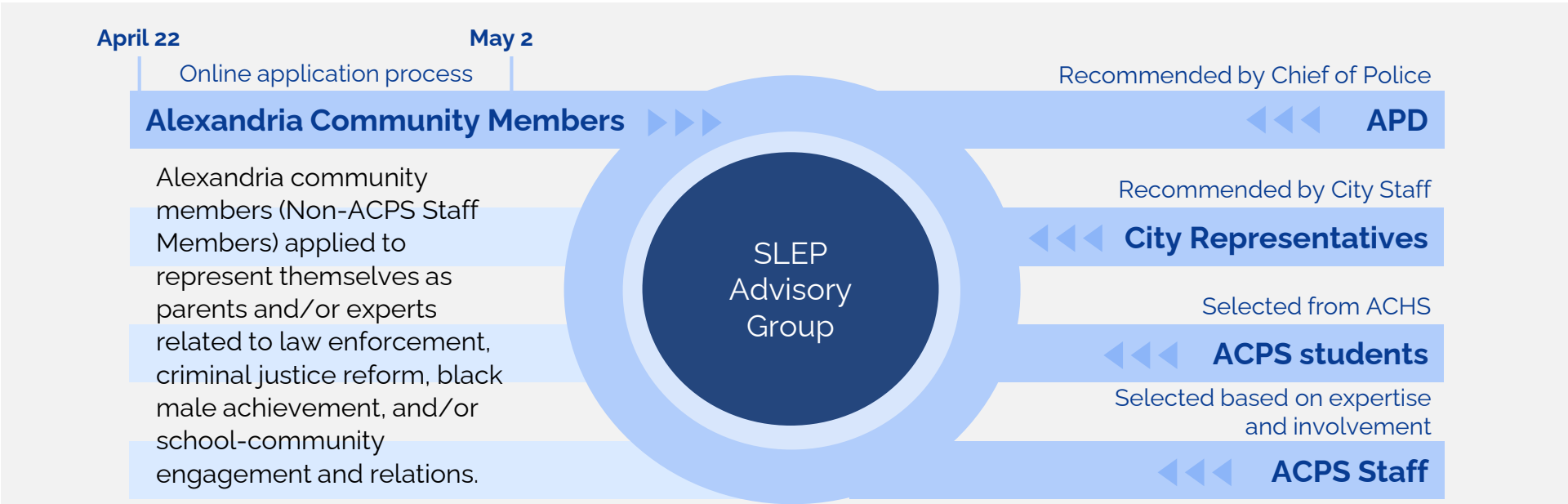
Selected from ACHS

ACPS students

Selected based on expertise and involvement

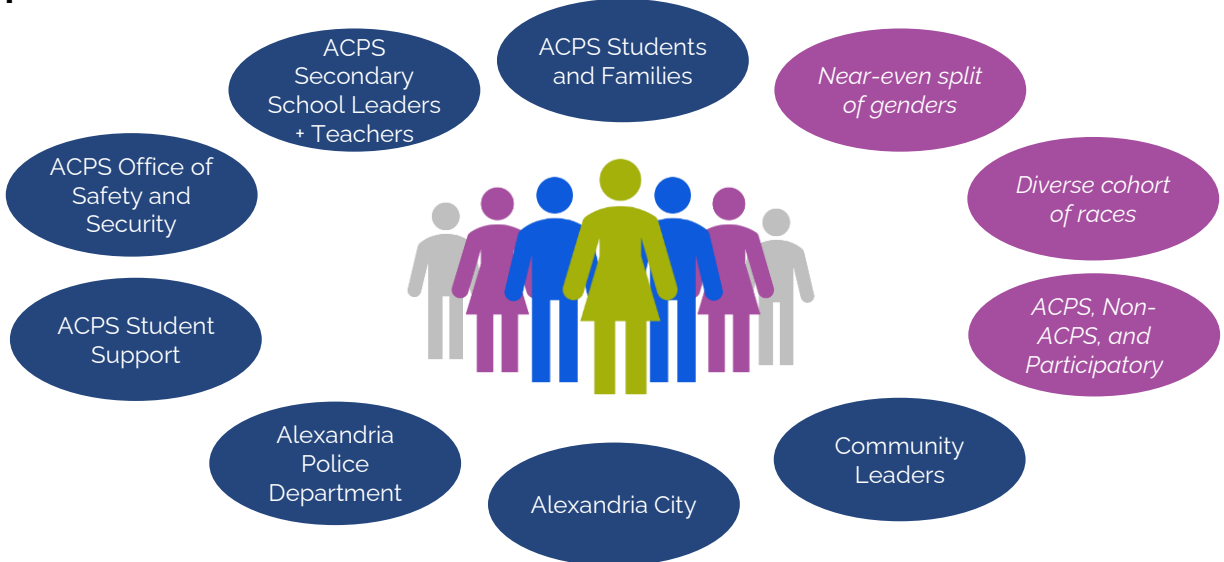
ACPS Staff

SLEP Advisory Group



SLEP Advisory Group **Members**



Representation

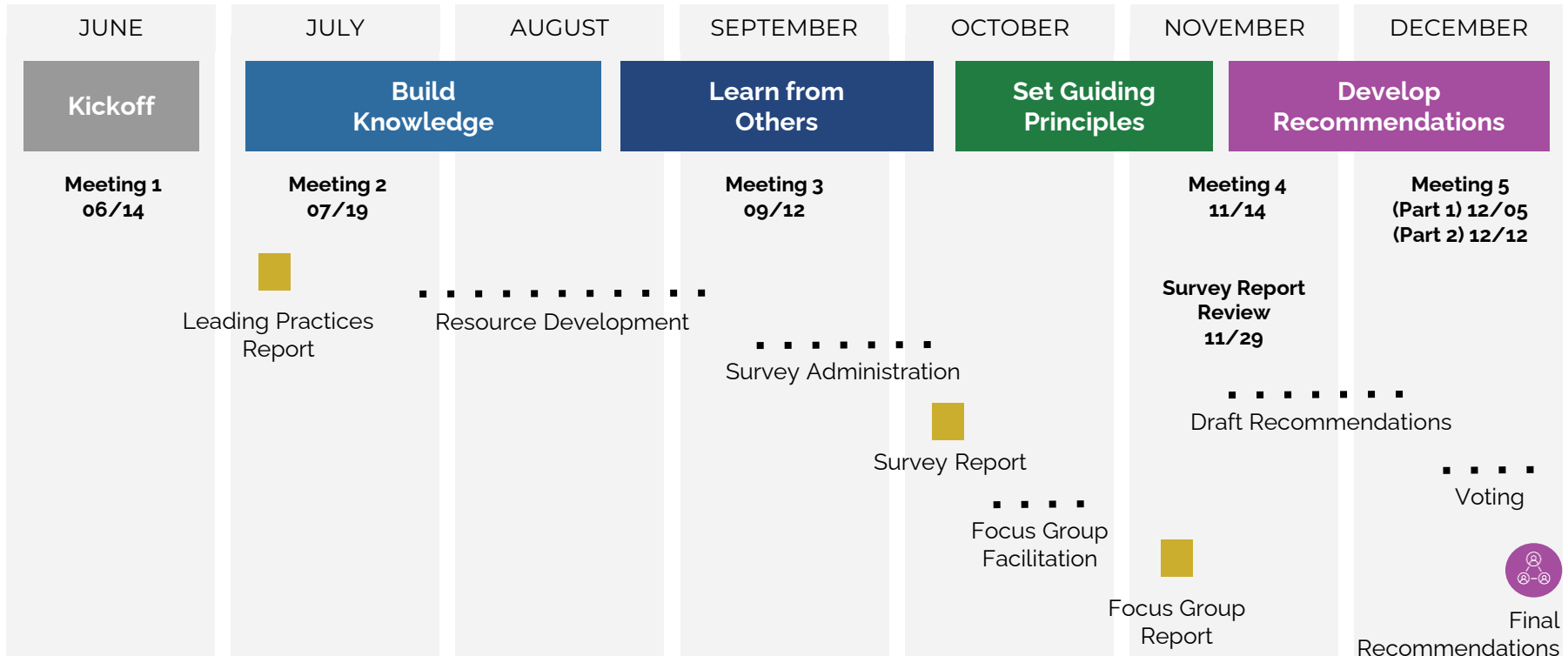


Focus Areas

Safety and Security	Equity and Alternative Programs	Psychology & Emotional Wellness	Teaching and Learning	School Building Operations
Law Enforcement	Black Male Achievement	Criminal Justice Reform	Community Engagement & Relations	<i>And so much more...</i>

SLEP Advisory Group **Timeline**

-  Hanover Report
-  Final Recommendations



SLEP Guiding Principles

1. Aligned to ACPS 2025 Strategic Plan **Equity For All**, supporting the ACPS learning community living out these core values

Welcoming, Equity-Focused, Empowering, Results-Driven, Innovative

2. Centered on student needs
3. Increases transparency
4. Represents a first step towards a community wide effort
5. Supported by evidence / data from ACPS students, staff and community

Recommendation **Categories**

1 ACPS-APD MOU

2 Understanding the Perceptions and Reality of Safety at ACPS

3 Student Support and Preventive Measures in Schools

4 Communications and Community Engagement



Overarching Recommendation for the **ACPS-APD Program**

#1: Continue SRO Funding

Work with the City Council to Continue SRO Funding: SROs are part of a holistic program, and will not independently solve safety concerns - but they belong in the mix, and will require continued funding at either current or elevated levels. Removing SROs would send a message to many families and community members that ACPS does not take seriously the violence that has occurred at regular intervals in the last year. ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#2: Responsibilities & Governance of SSOs

Review Responsibilities and Governance of School Security Officers (SSOs)/SSO Program. ACPS should also examine the ratio of city employees to contractors and consider how they are employed day-to-day, given the different authorities they bring to the job. Any change in SSO duties should be reflected in a future MOU (related to Section 4.e of the current [MOU](#)). ([link](#))

Voted

- Yes
- No
- Tabled

Timing




- Immediate
- Next-MOU
- Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#3: Order Maintenance + Emergency Preparedness

SRO roles should add order maintenance and emergency preparedness, with procedural justice elements as the foundation, as noted in Section 5.a., paragraph 3 of the current [MOU](#). (this also builds upon Section 6.c., paragraph 2.). The current general SRO responsibilities described in Appendix 1 do not reflect the range and nuances of the roles of the SRO and do not acknowledge the foundation from which these roles should be practiced. ([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing

-  Immediate
-  Next-MOU
-  Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#4: SRO Assessment

The quantifiable responsibilities of each role should be specific enough to be measured and added to the quarterly assessment reviews of the SROs. A robust assessment of the program would include the roles of the other components of the school system in their relation to the SRO, including how well the SRO communicates with stakeholders (related to Section 3.d of the current [MOU](#)). ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#5: Annual SRO Professional Development

Annual SRO professional development training should include pedagogical methods (for Teacher role), mentoring and leadership, Fourth and Fifth Amendments, relationship building, risk assessment (for Emergency Preparedness role), and other training related to SRO roles (related to Section 4 of the current [MOU](#)). ([link](#))

Voted

- Yes
- No
- Tabled

Timing




- Immediate
- Next-MOU
- Long-Term

Recommendations Specific to the **ACPS-APD MOU**


#6: Data Release Laws

Review FERPA and other applicable laws or regulations governing release of data. Legal analysis should be made public. This has two goals: (i) Identify any misperceptions or assumptions about what is or is not permitted, (ii) Set realistic expectations with the public. The end goal would be to release as much information as possible for both trend analysis and incident reporting (related to Section 5.b of the current [MOU](#)). ([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing




-  Immediate
-  Next-MOU
-  Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#7: De-escalation Professional Development

De-escalation should be part of SROs' yearly professional development training as part of the Order Maintenance role and as recommended by the COPS Office (related to Section 4 and 5.f. of the current [MOU](#)). ([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing

-  Immediate
-  Next-MOU
-  Long-Term

Recommendations Specific to the **ACPS-APD MOU**

#8: De-escalation Reporting

SROs should report when de-escalation has been used and whether its use during a contact successfully resulted in an alternative to arrest or reduction in a student's emotional state (related to Section 5.f of the current [MOU](#)). ([link](#))

Voted

- Yes
- No
- Tabled

Timing




- Immediate
- Next-MOU
- Long-Term

Perceptions and Reality of **Safety at ACPS**

#9: Policy Recommendations

Engage an independent consultant well-versed in data collection and analysis to analyze the criminal and non-criminal incidents, with a final report of policy recommendations to ensure a safe learning environment. This data should be used by ACPS to help create policy, training, and inform the community to ensure safety and transparency, and assess whether the SRO program is working. ([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing

-  Immediate
-  Next-MOU
-  Long-Term

Perceptions and Reality of **Safety at ACPS**

#10: Study on minority student arrest rates

Conduct an independent study based on sound methodology and expert consultation, with a new committee comprised of professionals not from ACPS or APD, to explore why minority students are arrested at higher rates. ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Perceptions and Reality of **Safety at ACPS**

#11: Prompt incident reporting

Set a policy for prompt incident reporting to parents, or reiterate its existing one via a strategic communications campaign. Be clear about potential delays or legal constraints on what can be revealed, but commit to being as forthright as possible. ([link](#))

Voted

- Yes
- No
- Tabled

Timing




- Immediate
- Next-MOU
- Long-Term

Perceptions and Reality of **Safety at ACPS**

#12: Reporting on criminal/disciplinary outcomes

Outcomes, criminal or disciplinary, should be reported for criminal incidents. This data, if compiled for Virginia's Department of Education as part of the Student Behavior and Administrative Response Collection, should also be shared with the Alexandria School Board.
([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing

-  Immediate
-  Next-MOU
-  Long-Term

Perceptions and Reality of **Safety at ACPS**

#13: Data analysis on race and ethnicity

Any and all data analysis on race and ethnicity should be based on sound principles and consistent across quarters and years. ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Student Support and Preventive Measures in Schools

#14: Restorative Practices

Expand and implement effective restorative practices (RP) within ACPS, and develop mechanisms for observation, feedback, and encouragement. ([link](#))

Voted

- Yes
- No
- Tabled

Timing




- Immediate
- Next-MOU
- Long-Term

Student Support and **Preventive Measures in Schools**

#15: Alternative education programs

Research needs and options for alternative education programs and assess how similar programs could be developed in Alexandria. An expanded alternative pathways model would be intended to provide several alternative academic settings for students who need specialized support for behavioral health or who need a short-term solution while awaiting hearings or restorative actions, while keeping them on track for graduation. ([link](#))

Voted

-  Yes
-  No
-  Tabled

Timing

-  Immediate
-  Next-MOU
-  Long-Term

Communications and **Community Engagement**

#16: Communications Plan

Create an ongoing internal and external communications plan to deliver greater transparency on data and process to the community and key stakeholders. ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Communications and **Community Engagement**

#17: Communications Plan

Develop an ongoing community engagement plan with an external group and school board oversight, including key stakeholders (staff, underserved student groups, SSOs, local subject matter experts, etc.) and citywide initiatives (equity task force, LGBTQ+ task force, etc.), to integrate key voices and stakeholders and community initiatives with comprehensive ACPS programs addressing safety, school policing and equity. ([link](#))

Voted

- Yes
- No
- Tabled

Timing

- Immediate
- Next-MOU
- Long-Term

Student Support and **Preventive Measures in Schools**

N/A: Prevention/wellness teams

Creation of internal prevention/wellness teams, including the hiring of a trained prevention coordinator with staff to address mental health and safety comprehensively at every school and every level. ([link](#))

Voted

- Yes
- No
- Tabled

Recommendations Specific to the **ACPS-APD MOU**

N/A: MOU alignment to Code of Virginia

[MOU](#) Section 6.a. (Crime Reporting) must be updated to reflect passage of HB4/SB36. “Certain enumerated acts” – in a nutshell, violence or weapons violations – must be reported to law enforcement even if they are misdemeanors. ([link](#))

Voted

- Yes
- No
- Tabled

Perceptions and Reality of **Safety at ACPS**

N/A: Founded vs. Unfounded cases

The School Safety Data Review report should report only on cases that are founded or separate founded from unfounded cases. Any further analysis, such as arrest rates or demographics, should only be based on founded cases. ([link](#))

Voted

Yes

No

Tabled

Thank you

Next Steps Overview - Dr. Alicia Hart