**Data Tracking and Public Review BP ####**

Why is a Board Policy on Data Tracking and Public Review Important?

It is important for school districts to keep track of when police come on campus, and when students interact with police, so that district staff, parents, students, and other groups can better understand the negative impact of police-student interactions. Data collection is particularly important because it will show whether groups like students of color, low-income students, or students with disabilities are referred to police more than other students. This policy will help districts collect data in a reliable and meaningful way.

= Required Legal Standard

= Calls for Administrative Regulation or Relies on Different Board Policy

= ACLU Identified as Most Important



| Paragraph Number | Provision | Model Board Policy | Explanation |
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| 1 | **Definitions—School Related Offenses** | “For purposes of this section:  ‘School-related offenses’ is defined as a criminal offense occurring or originating on a [District] school site during hours the school site is regularly open to the public or its students for school-related business.  ‘School site’ is defined as the property upon which the school is located. It also includes any location where a school-sponsored event is being held for the duration of such event.  ‘Student’ refers only to youth who are enrolled in a [District] public school (but not charter or private schools).” | Defining “school-related offenses” as only those that start or occur on campus forces law enforcement to track when they come on campus to handle things that have nothing to do with school. |
| 2 | **Monthly Written Reports—Basic Requirements** | “[District] staff shall compile a monthly written report of law enforcement officers who respond to emergency situations within [District’s] jurisdiction. These monthly written reports shall be filed with the Board of Education and should include:” | Monthly written reports filed with the school board guarantee monthly review by at least one oversight agency. |
| 3 | **Officer-Witnessed Incidents** | “School site crime incidents reported to, or observed by, any law enforcement officer;” | This category allows the community to monitor how often crimes that happen at school are addressed by police. |
| 4 | **Requests for Law Enforcement Assistance** | “Number of times that a law enforcement officer was called to a school site, and included for each incident: the type of call, related offense (*e.g.,* trespassing, disruption,battery, possession of a weapon), and resolution of call;” | This category of data  allows the community to monitor whether school officials improperly rely on law enforcement to resolve disciplinary matters. |
| 5 | **Law Enforcement Issued Citations to Students** | “Number of times a law enforcement officer issued a citation to a student:   1. By law enforcement officer on [District] school sites for school-related offenses; 2. By law enforcement officer on [District] school sites for non-school-related offenses; and 3. By law enforcement officer off [District] school sites for school-related offenses.” | Law enforcement-student interactions on campus should be rare and typically not in response to non-school related incidents. Separating out citation data by where the underlying offense occurred and where the citation was issued shows whether local police officers are improperly coming on campus to handle things that have nothing to do with school. |
| 6 | **Handcuffing, Restraining, or Summoning Students** | “Number of times that law enforcement officers handcuffed, restrained, or summoned a student on campus and the basis for each incident.” | Officers should rarely arrest students on campus. Frequent incidents of police handcuffing, detaining, or restraining students on campus suggests that police are exceeding their authority. Having this information empowers community stakeholders to help stop the practice. |
| 7 | **Student Arrests** | “Number of arrests of students made:   1. By a law enforcement officer on [District] school sites for school-related offenses; 2. By a law enforcement officer on [District] school sites for non-school-related offenses; and 3. By a law enforcement officer off [District] school sites for school-related offenses.” | Students should rarely be arrested on campus. Collecting data on the number of, and reason for, student arrests helps oversight agencies and community members identify problems and form an accurate picture of what happens when police come on campus. |
| 8 | **Arrest, Citation, and Detention Data Disaggregated by Student Characteristics** | “Such data shall be disaggregated by school site, offense, and student subgroup, including age, race, ethnicity, student English Learner status, foster youth status, gender, and disability (if applicable), whether the student has an Individualized Education Plan or section 504 Plan, and the disposition of the matter.” | Data disaggregation (splitting up the data) by characteristics associated with high-need students helps community stakeholders figure out whether law enforcement officers are interacting with certain student groups more than others. |
| 9 | **Complaints/Grievances** | “Complaints/grievances: To the extent known by [District] staff, the number of complaints/grievances against law enforcement officers, present or acting in [District] schools, disaggregated by the number of complaints lodged against individual officers, identified by the officer’s individual assigned code number. Complaint/grievances should include but not be limited to any reports of injuries or excessive force. All complaints against law enforcement officers shall be handled according to police department policy and procedure. All complaints received by [District] shall be forwarded to the law enforcement officer’s supervisors and/or directly to police department Internal Affairs.” | Districts and police departments should not allow an officer to come to campus if people have repeatedly complained about that officer before. Public data about complaints against specific officers allows the community to hold the district, school-site, and/or police department accountable for problem officers and their continued presence on campus. |
| 10 | **Law Enforcement Referrals in Lieu of Arrest** | “Referrals: Number of referrals by law enforcement officers of students from school sites to wellness centers, medical facilities, tutors, mentors, or other resources in lieu of arrest or citation, including referrals pursuant to California Welfare & Institutions Code § 5150.” | Data collection helps districts and community stakeholders determine the success or failure of school programs. It also helps the community understand if police are unnecessarily handling situations where students need mental health services. |
| 11 | **Officer On-Campus Activity Logs** | “Full and complete copies of all law enforcement officers’ logs pertaining to activities on school campuses.” | Community members can ensure accurate reporting by comparing the officer logs with the disaggregated data. |
| 12 | **Biannual Community Review of Data Collected** | “The [District] Board of Education shall request and obtain a written report from [District] staff twice a year (in January and July, or as soon as reasonably possible thereafter) during open session of a regularly-scheduled public Board meeting regarding: (1) the information contained in the aforementioned monthly reports; and (2) the impact of [District] policies and practices regarding law enforcement involvement with students,[[1]](#footnote-1) whether adverse or positive, according to the statistical information received, on the [District]’s efforts to reduce disproportionate contact between high risk or high-need populations[[2]](#footnote-2) and the police and/or juvenile justice system, as well as to reduce the rate of school-based arrests and citations while maintaining a safe school climate. [District] should request the police department chief or designee be available to answer any questions posed by the Board or community related to safety, disproportionate minority contact with law enforcement, if any, student arrest or citation rates, and any other issues. The written report shall be made publicly available through the standard Board process and thereafter shall be posted on the [District] website, consistent with applicable federal, state, and local privacy laws.” | Two reports per year to the school board requires the board to reflect on the school police program. Requiring that the school board review the report in a public, noticed meeting improves transparency and encourages community input, both of which are essential to develop appropriate and effective policies. |
| 13 | **Informed Review Process** | “The significance of disproportionate contact between high risk or high-need populations and law enforcement officers, according to the foregoing anticipated data, shall inform and impact future [District] policies. Policy updates shall be made publicly available through the standard Board process and thereafter shall be posted on the [District] website.” | Data and community input may show that current policies should be changed. If it becomes clear that certain students like students of color or low-income students are being negatively impacted by police action in school more than others, the district should change their policies to fix those inequities. |
| 14 | **Policy Dissemination Responsibility** | “The [District] shall provide the public with the following information by posting the information on its website, updated on an annual basis unless stated otherwise:   1. Regulations, policies, and protocols governing law enforcement officer interactions with students, including any changes made in the prior year; 2. Training materials for law enforcement officers about working with students; 3. Number of law enforcement officers regularly interacting with particular school sites; and the 4. Aforementioned monthly written report.” | The board policy must designate a specific entity or person as responsible for distributing the policy. This reduces potential confusion between the district, local school sites, and police departments about who must maintain and distribute the information. |

1. *See* BPs on Bullying; Vandalism; Theft and Graffiti; Gangs; Data Tracking and Public Review; Prohibition of Racial Profiling. [↑](#footnote-ref-1)
2. Such student groups include, but are not limited to, low income students, English Learners, foster youth, students of color, and students with disabilities. [↑](#footnote-ref-2)