

School Resources Officer Program Agreement

This School Resource Officer Program Agreement ("SRO Agreement") is made this 13 day of ~~August~~^{September}, 2021 by and between the OREGON SCHOOL DISTRICT ("District") and the VILLAGE OF OREGON (the "Village") as follows:

The purpose of this SRO Agreement is to establish a School Resource Officer Program and to set forth guidelines to ensure that law enforcement, school officials, and the communities they serve, have a shared understanding of the goals of the School Resource Officer Program.

The parties want the School Resource Officer ("SRO") to receive the necessary support and training to ensure a safe school environment while building relationships, offering student support, maintaining a positive educational environment, respecting the rights of students and improving the overall school climate.

The parties acknowledge that the School Resource Officer Program provided for in this Agreement will be supervised by the Oregon Police Department Chief Jennifer Pagenkopf (the "Chief"). The parties further acknowledge that the SRO will be directly supervised by the Oregon Police Department Lieutenant Chad Schaub (the "Lieutenant").

The Village and the District agree to the following:

Role of the School Resource Officer within the Context of the Educational Mission of the School

1. The SRO is a full-time law enforcement officer with sworn law enforcement authority, trained in school-based policing and crisis response, employed by the Village to work with the school using community-oriented policing concepts. The mission of the School Resource Officer Program is to improve school safety and the educational climate at the school. The Chief, Lieutenant, and the SRO will be the official points of contact for the Oregon Police Department as it pertains to school safety planning. The District agrees to include the SRO and/or other law enforcement personnel in all safety planning in accordance with school policy 717.02 School Safety Plans.

2. The SRO Program's goals are: providing safe learning environments in our schools, providing valuable resources to school staff members, fostering positive relationships with youth, developing strategies to resolve problems affecting youth and protecting all students, so that they can reach their fullest potential. The SRO has three main roles: educator, informal

counselor/mentor, and law enforcement officer. As an educator, the SRO may work with students to positively influence student behavior and to mitigate more serious behaviors. As an informal counselor/mentor, the SRO may address school violations in an effort to positively impact student behavior and character and may refer students to school personnel as necessary. As a law enforcement officer, the SRO shall abide by federal, state, and local laws.

3. The Village and the District shall collaborate to meet with stakeholders as needed to discuss the SRO Program. The Chief, Lieutenant, and such representatives as the District designates, will participate in joint strategic planning relating to the SRO program. Among other things, joint strategic planning will be used to develop annual goals for the SRO Program, develop strategies for the SRO to use in fostering positive relationships with youth, and develop strategies to resolve problems affecting youth and to protect students. *See Appendices A and B.*

4. The SRO shall be integrated into the school community through participation in faculty and student meetings, and attending assemblies and co-curricular activities as appropriate.

5. The SRO shall maintain activity reports and submit those reports to the appropriate building-level school administrators, the District's in-house legal counsel and the Chief and Lieutenant. The reports shall include a summary of activities to build relationships; preventive actions; incidents or calls for law enforcement service; incidents that involve the meet and consult process; student searches; student questioning conducted by the SRO; types of enforcement actions taken by the SRO; and, referrals to the juvenile justice system. Reports shall be maintained and shared in accordance with student confidentiality and privacy laws. Should there be a question as to student confidentiality, the SRO shall consult with the District's in-house legal counsel prior to the release of information.

6. The District and the Village seek to ensure a safe and respectful school environment conducive to student learning. This Agreement provides general guidance to the parties regarding the SRO and other law enforcement actions involving the District. When further communication or discussion is needed or is otherwise outlined in this Agreement, the parties agree to engage in a "meet and consult" process. For example, the meet and consult process may be used in an effort to agree on how a matter involving a potential criminal act will be investigated, how and when a student's parents/guardians will be contacted, and what type of disposition would be most appropriate. When a representative of either party requests to meet and consult, the SRO and the District's in-house legal counsel, or their designees, and such additional personnel as either party deems appropriate, shall meet and consult as soon as practicable and without delay. Notwithstanding the foregoing:

a. Except as otherwise required by law or this Agreement, the District retains the final authority to make its own decisions regarding contacting a student's parents/guardians, conducting its own investigation, and permitting law enforcement to conduct an investigation on school premises, without first engaging in the meet and consult process.

b. Except as otherwise required by this Agreement (such as when the investigation is done off school premises), the Oregon Police Department retains the final authority to determine that all or part of a criminal investigation should be undertaken without first engaging in the meet and consult process.

7. The parties acknowledge a strong preference for resolving certain types of violations through the school disciplinary process, rather than through the municipal court or criminal justice system. For example, incidents involving disturbances or disruptions of school activities, loitering, profanity, and minor physical altercations not involving weapons or serious injuries, should generally be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of a citation or referral for criminal or delinquency proceedings). The parties will use their best efforts to use the meet and consult process to resolve any disagreements regarding the appropriate disposition of a violation of law prior to the issuance of the citation, the referral or the disposition where practicable under the circumstances. The District retains the final authority to decide whether to subject a student to school discipline, and the Oregon Police Department retains the final authority to decide whether to refer a violation of criminal or civil law to the legal system.

8. The parties seek to ensure the safety and security of students while also ensuring a positive environment conducive to student learning. They understand that, during the school day, school administrators stand *in loco parentis*, meaning they "stand in the shoes" of the parent. Accordingly, the following guidelines apply to the SRO and/or other law enforcement officers:

a. Students shall not be taken into custody at school except where there are reasonable grounds to believe the student poses a real and immediate threat to student, staff or public safety, or pursuant to a warrant, or with the District's prior approval.

b. When a student is taken into custody, it shall be done in a manner least disruptive to the educational environment, and respectful of the student's privacy, as permitted by the circumstances.

c. The student's parent/guardian shall be notified of a child being taken into custody as soon as practicable by the SRO and/or school administration,

d. For issues that did not occur at school, do not involve school-sponsored events, do not involve transportation services provided by the District, or do not involve potential school disciplinary issues, students shall not be questioned at school except where: (i) the student poses a real and immediate threat to safety, (ii) pursuant to a warrant or other state law (such as child abuse/neglect statute); (iii) with permission from the student's parent/guardian; or (iv) with permission from the District's in-house legal counsel. In all cases, questioning shall be done in a manner that is least disruptive to the educational environment, and that is respectful of the student's privacy, to the extent permitted by the circumstances.

e. In the event a criminal act may have been committed at school, at a school activity, or while using transportation services provided by the District, or in the case of potential school disciplinary issues the SRO or other law enforcement may question students at school within the following parameters:

i. the questioning shall occur in a time, place and manner that is confidential and is least disruptive to the learning environment as practicable given the circumstances;

ii. a school administrator or their designee, not the SRO or other law enforcement officer, shall notify the student of the need for a meeting if the student is at school, except when otherwise agreed during the meet and consult process, where there is an emergency situation, or law enforcement has a warrant or other court order;

iii. a school administrator shall be offered the opportunity to be present during questioning unless otherwise agreed during the meet and consult process, unless prohibited by law or there is an emergency;

iv. if the student is suspected of committing a crime, the SRO or other law enforcement officer shall contact the student's parent/guardian in advance of questioning, and the parent/guardian will have a reasonable amount of time to be present for the questioning if so desired, except where otherwise agreed during the meet and consult process, or unless the Lieutenant or Detective Sergeant determines otherwise due to immediate concerns for public safety, emergency circumstances, or where required by law;

v. the SRO shall notify the parent/guardian of any questioning of students as soon as practicable after the questioning except where there are safety concerns to doing so or it is prohibited by law.

f. The SRO or other law enforcement may use their cameras or other recording devices only to record audio and/or video in performance of their duties in accordance with Village policy or state law. The SRO or other law enforcement officers may use such devices on school property only in the following circumstances: 1) at events outside the school day that are open to the public; 2) in public areas outside the school building such as the parking lot or athletic fields; 3) while in the SRO's office or other areas in the course of investigating potential criminal activity; 4) at the request of District staff; or 5) in emergency situations.

Information Sharing

9. The District designates the SRO a "school official" as provided in the Federal Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232g, and 118.125(2)(d) of the Wisconsin Statutes.

a. An SRO may be provided access to student records information maintained by the school district only as needed by the SRO to perform his or her duties as SRO. An SRO may also be granted access to student records information in the event of an emergency situation threatening the health or safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Wisconsin pupil records law. Should there be a question as to student confidentiality, the SRO shall consult with the District's in-house counsel prior to the release of information. All other information shared with law enforcement shall be in accordance with state and federal law. Should the SRO or law enforcement seek records other than directory data, or security camera recorded footage pursuant to the approved process, all requests shall be made to the District's in-house counsel. The District agrees to process requests in a timely manner.

b. The District may allow the SRO access to the school security cameras upon request to the applicable school administrator, the Director of Business Services or the District's in-house counsel where the SRO has a legitimate educational and/or safety interest, and in accordance with Board Policy 931: Electronic Surveillance of Public Areas. The SRO understands that the SRP cannot share the information with the Oregon Police Department or other third parties except where allowed by law. Should unauthorized access occur, the District reserves the right to revoke access except where required by law.

10. Records created and maintained by the SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO. (This provision does not prohibit school personnel from complying with the notice and reporting requirements of seclusion or restraint of a student by the SRO as specified in 118.305(4) of the Wisconsin Statutes.)

School Resource Officer Training Requirements

11. The SRO shall join the National Association of School Resource Officers, the cost of which shall be split equally between the parties. The SRO shall receive such training as is necessary to permit the SRO to effectively advance the school's educational mission in the context of his or her duties as SRO. *See Appendix C.* Training topics, goals, and objectives shall be determined jointly by representatives of the school and the Oregon Police Department. Training shall be provided in the following areas:

- a. Training as set forth by the agreement with the Suburban Training Consortium. Training Sessions will be conducted to provide the SRO with appropriate in-service training such training specifically designated for SROs, updates in the law, firearm training, and other tactical training as paid for by the Village.
- b. Non-violent Crisis Intervention to be provided for and paid by the District;
- c. Equity training to provided for and paid by the District;
- d. Trauma informed practices and student mental health training as provided for by the District; and
- e. Other appropriate trainings as mutually agreed upon by the parties.

Program Assessment

12. The School Resource Officer Program will be assessed semi-annually ~~annually~~ during the month of April, jointly by the District and the Village, after the first semester and after the end of the school year. The following areas will be used to evaluate the program:

- a. Success of established goals and objectives;

- b. Contacts with students, staff and citizens (citations, arrests, community and school outreach activities, etc.);
- c. Success of meet and consult process;
- d. Success of collaborative strategic planning; and
- e. Student, staff, family and community feedback.

Structure and Funding for School Resource Officer Program

13. The District agrees to reimburse the Village ~~pay~~ for the SRO's salary and employment benefits in accordance with the applicable salary schedules and employment practices of the Village for the time spent performing the SRO duties, including but not necessarily limited to: benefits, worker's compensation, and unemployment compensation for a total 700 hours annually.

14. The Village agrees to employ one SRO during the term of this SRO Agreement. The individual assigned to be the SRO for the District shall be by mutual agreement of the Village and the District. The District shall participate in the selection process. The SRO shall be an employee of the Village and shall be subject to the administration, supervision and control of the Village, except as such administration, supervision and control is subject to the terms and conditions of this SRO Agreement. At no time shall the SRO be an employee of the District.

15. The Board shall provide the SRO with access to an air-conditioned and private office which shall contain a telephone which may be used for business purposes; a location for files and records which can be properly locked and secured; a desk with drawers, a chair, work table, filing cabinet, and office supplies; access to a computer; and other supplies and forms required in the performance of the SRO's duties. The District shall have access to the office.

16. As an employee of the Village, the SRO shall follow the chain of command as set forth in Village Policies and Procedures, as well as follow the SRO Agreement and Board policies and expectations for the District's professional staff. The Village shall have the power and authority to supervise and discipline the SRO. In the performance of his/her duties, the SRO shall coordinate and communicate with the school administrators.

17. The maximum number of hours that a SRO officer shall be on duty in a work week shall be 40 hours per the union contract. The SRO shall be present in the schools during

times that students are in session. The SRO may be called to respond to an emergency or provide assistance to the Village during normal school duty hours, which shall not serve to reduce the compensation paid by the District under this SRO Agreement. The SRO may make up the hours in a manner determined by mutual agreement of the Parties. In the event the SRO must be absent from the schools, the SRO shall notify the Chief and Lieutenant, the District's in-house legal counsel and the Building Principals. The Village agrees to assign another officer to substitute for the absent SRO if requested by the District, unless the Village lacks the personnel needed to provide a substitute SRO.

Insurance and Indemnification

18. The Village shall purchase and maintain in full force and effect during the term of this SRO Agreement a general comprehensive liability insurance policy with coverage in an amount of not less than One million dollars (\$1,000,000) for any acts or omissions that occur or claims that are made during the term of the SRO Agreement.

19. The Village agrees to hold the District, its agent and employees free, harmless and indemnified from and against any and all claims, suits or causes of actions arising from or in any way out of the performance of the duties of the SRO officers or the SRO Program.

Duration

20. This Agreement shall become effective September 1, 2021 and remain effective until August 31, 2022, whereupon it must be reviewed by the District and the Village before being renewed.

21. Either party may terminate this memorandum of understanding by serving written notice to all other signatories at least thirty (30) days in advance of such termination. A termination by a signatory shall eliminate the presence of the School Resource Officer at the Oregon School District. Should the Agreement be terminated, the Village of Oregon shall reimburse the Oregon School District for any amounts paid for hours not worked by the SRO.

OREGON SCHOOL DISTRICT

By: Dr. Leslie Bergstrom



Its: Superintendent

Date: 9-17-21

VILLAGE OF OREGON

By: 

Its: Village President

Date: 09.13.2021

APPENDIX A

SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2021-22

The SRO Program Agreement states in paragraph 3 - "joint strategic planning will be used to develop annual goals for the SRO Program, develop strategies for the SRO to use in fostering positive relationships with youth, and develop strategies to resolve problems affecting youth and to protect students."

2021-22 Annual Goals and Strategies

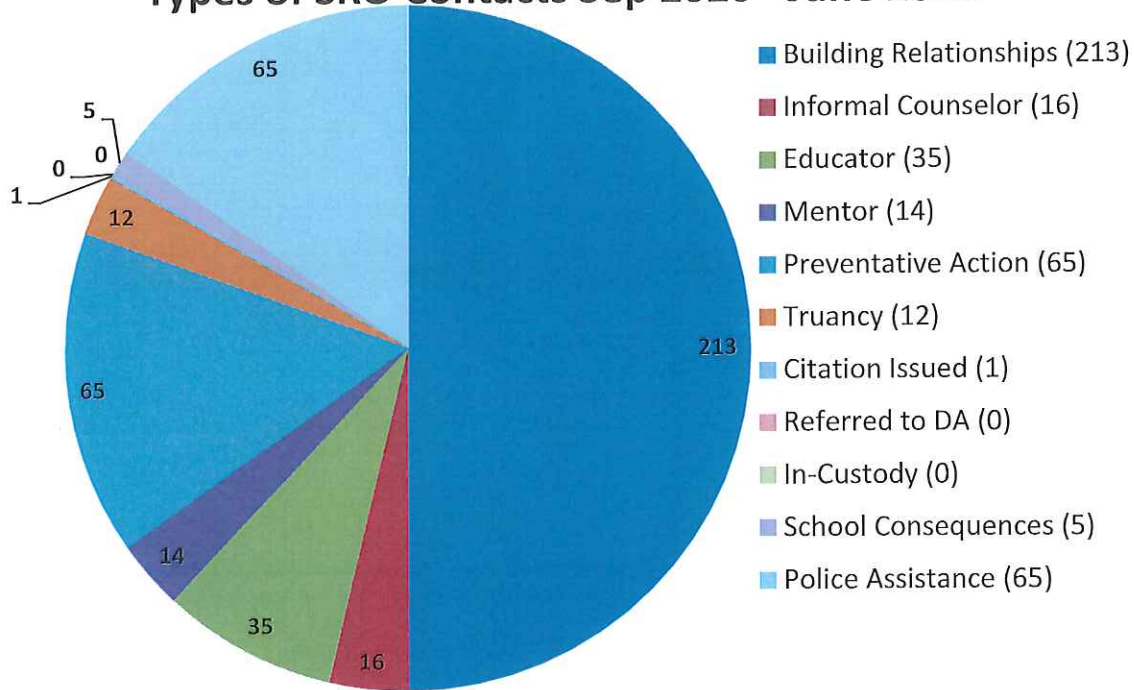
	Goal	Rationale	Strategies / Success Indicators
1	Continue to help maintain a safe school environment, build trust, provide mentorship and function as an educational resource for students.	<p>In the 2020-21 Dane County Youth Survey, 83% of OHS students reported feeling safe at school and 88% of OMS students.</p> <p>In the 2019-20 school year, 30% of the SRO's time was spent engaging in prevention, education, informal counseling and mentorship. In 2020-21, the SRO also spent 30%.</p>	<p>Engage with students at all buildings during peak times, such as arrival, dismissal, passing time, lunch and recess.</p> <p>Wear an OSD polo shirt when possible.</p> <p>Keep google calendar up to date and use it to schedule meetings.</p> <p>Mentor at least one student each semester.</p> <p>Participate in monthly OSD School Safety meetings.</p> <p>Coordinate safety drills with OSD staff.</p> <p>Record a video introducing the SRO to students at the start of the school year.</p>
2	For the 2021-22 school year, the SRO shall spend at least 55% of the SRO's time building strong, positive relationships with students.	<p>In the 2019-20 school year, 26% of the SRO's time was spent building relationships. In 2020-21, the SRO spent 50%.</p>	<p>Eat lunch and engage with students at RCI, OMS and OHS at least once a week.</p> <p>Play with students at RCI during recess at least once a week.</p> <p>Engage with students and families during arrival or dismissal at OMS at least once a week.</p> <p>Participate in at least one Connections class per month at OMS.</p>

			Attend at least one Athletic event each in fall, winter and spring seasons, and engage with students and their families.
3	Focusing on grades 5-12, develop prevention strategies to decrease incidents of vaping.	In the 2020-21 Dane County Youth Survey, 10% of OHS students reported using an electronic vaping device in the last 30 days. 25% reported using marijuana in the last year - $\frac{2}{3}$ of them reporting using a vaping device with THC.	<p>Actively partner with student services staff at RCI, OMS and OHS to educate students about why prevention is key.</p> <p>Perform perimeter checks to ensure the safety of students and staff. Be visible in key areas such as bathrooms, and check outside facilities and playgrounds.</p>
4	Participate in the District's work around Equity	<p>In the 2020-21 Dane County Youth Survey, 76% of OHS students reported feeling they belong at their school.</p> <p>Equity is one of the District's five values. Equity is also part of the OPD's mission statement.</p>	<p>Participate in District professional development that focuses on racial equity.</p> <p>Attend at least one Multicultural Student Union meeting at OMS and one at OHS; engage with students at the meetings</p> <p>Participate in summer book study with OHS students, <i>This Is My America</i> - a fiction book about an innocent black man on death row. Engage in book study discussions.</p> <p>Participate in Non-Violent Crisis Intervention training.</p>
5	Implement strategies to prevent and address bullying and harassment including hate-speech.	In the 2020-21 Dane County Youth Survey, 23% of OHS students reported seeing another student bullying another student and 23% reporting hearing a student being called a	<p>Partner with student services staff at RCI, OMS and OHS in presenting anti-bullying curriculum and educating students about impacts of bullying.</p> <p>Partner with administrators in anti-hate speech policy education and training for staff.</p>

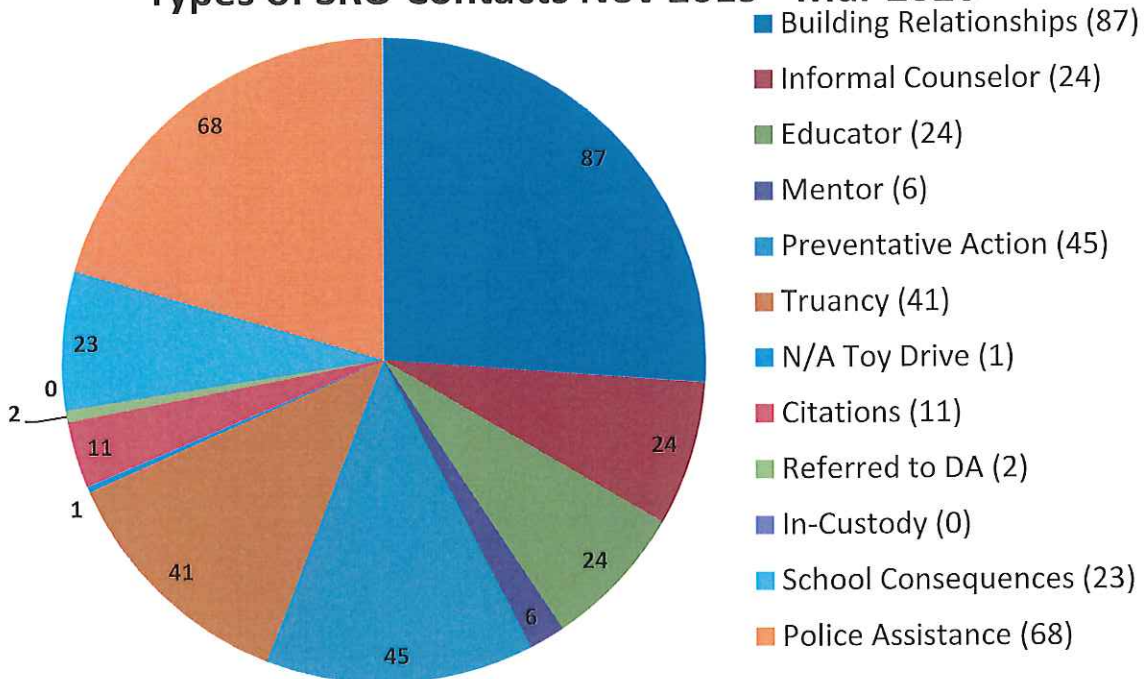
		<p>name based on race or sexual orientation.</p> <p>In 2019-20, the SRO had 9 contacts with students regarding bullying.</p>	
6	Partner with OSD to implement strategies to address students' mental health	<p>In 2020-21, 23% of OHS students reported feelings of depression.</p> <p>In 2019-20, the SRO had 18 contacts with students related to their mental health.</p>	<p>Participate in Student Services meetings at K-6 schools to discuss and address student mental health issues and needs.</p> <p>Continue training involving students and trauma.</p>
7	Support and co-facilitate safety procedure implementation and Speak Up Speak Out education	Based on research from the U.S. Secret Service, in 81% of violent incidents in U.S. schools, someone other than the attacker knew of the attacker's plan but failed to report it.	<p>Develop an educational program/ presentation with OSD Associate Principals regarding the Speak Up Speak Out (SUSO) program with the purpose of educating students on how to recognize a potentially unsafe situation and use the school safety concern reporting program.</p> <p>Conduct security assessments of all school buildings in Oregon before school starts.</p>
8	Solicit feedback from students, staff, families and community members about SRO program	The OSD and the Village value feedback from stakeholders and have included the following in the MOU, which states "Village and the District shall collaborate to meet with stakeholders as needed to discuss the SRO Program."	OSD and the Village shall meet at the start of the 2nd semester to develop a family and community feedback initiative for the SRO program. The initiative will be implemented prior to the end of the 2021-2022 school year. .

APPENDIX B

Types of SRO Contacts Sep 2020 - June 2021



Types of SRO Contacts Nov 2019 - Mar 2020



Citations: Disorderly Conduct/Drugs/Underage Drinking

Referred to DA: Terrorist Threats/Battery

Police Assistance: 911/Check Welfare/Mental Health/Accident/Medical Issue/Accident in Parking Lot/Crime Unidentified Suspect

Key

Build Relationships: An activity involving the SRO and members of the school to help foster positive relationships with youth and staff.

Informal Counselor: The SRO may address school violations in an effort to positively impact student behavior and character and may refer students

Educator: An activity where the SRO participates in an educational role, such as school presentations.

Mentor: An activity where the SRO interacts with a student to provide positive guidance.

Preventative Action: An activity the SRO completes to help prevent any issues from occurring in the future.

Appendix C

SRO Training Completed and Scheduled 2020/2021

Course Name	Hours	Year Attended	Course Description
National Association of School Resource Officers: Adolescent Mental Health	12	2020	Designed to help school resource officers and school personnel to better identify and respond to students who are suspected of having a mental health need. It was developed by the National Center for Youth Opportunity and Justice (NCYOJ) at Policy Research Associates and is intended to help school resource officers and other school professionals develop the critical skills and capacity for appropriately responding to the many predictable behavior issues that are typically observed among adolescents with mental health needs.
National Association of School Resource Officers: Basic SRO Course	40	2020	Designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff. The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.
Disrupting Systemic Racism in Schools	2	2020	This presentation explored how to disrupt systemic racism in schools, examining the cultural responsiveness of existing programs, and discuss alternative strategies to promote school safety.
Critical Consciousness	24	2020	Attendees will engage in self-reflection and experiential based learning that will deepen their understanding of opportunity gaps in schools using topics such as root causes and consequences of historical and contemporary oppression, implicit bias, microaggressions, stereotype threat, systemic oppression and how that impacts student achievement. Readings, videos and constructivist listening techniques are tools that will be used during the institute to help educators identify policies and practices that negatively impact achievement for marginalized student populations.

Course Name	Hours	Year Attended	Course Description
Addressing LGBTQ+ Student's Safety Concerns in the School Environment	2	2020	Webinar through WI DOJ on how police and school administration can help assist LGBTQ+ students with specific safety concerns that they are experiencing.
Digital Threat Assessment	8	2020	Course is designed to give attendees a stronger understanding of the current social media world, tools to be able to proactively identify student safety concerns, and provide strategies for dealing with online situations as they arise. All aspects of school safety and threats to schools now involve a social media or online component and we need to be prepared.
Advanced Digital Threat Assessment	8	2020	During this training, attendees will work collaboratively through case scenarios based on real-life situations. Teams will navigate the realms of the social media world using both familiar and new techniques to produce a Digital Baseline Report.
Speak Up, Speak Out: Train the Trainers	8	2020	Information on when and how to use the free statewide confidential tip line to report threats of school violence. Elementary presentation focuses on "telling a trusted adult" when someone makes them feel unsafe. The middle/high school presentation focuses more on school violence prevention.
Changing Perceptions - Fair and Impartial Police Training	8	2020	A video-based simulation in which learners assume the roles of three different law enforcement officers in an interactive movie, make decisions for these officers and experience the consequences of their choices. The program trains officers on the effect of implicit bias and gives them the information and skills they need to reduce and manage their biases. Additionally, by allowing officers to experience the same encounter from two perspectives (officer and possible suspect) simultaneously, this program provides officers an insight into the biases that some members of the community may harbor toward police and why those biases exist.
Pressurized People - De-Escalation Training	3	2020	Training intended to present a realistic perspective for peace officers and other first responders concerning how to deal with people who, for various reasons are, at the moment, exhibiting charged, irrational and disruptive behavior.

Course Name	Hours	Year Attended	Course Description
The Role of the SRO in a Mental Health Focused World	2	2020	Presentation covered the history of the School Resource Officer, the NASRO Triad, training to use discretion, de-escalation techniques, the SRO contact log, and Rock County BHVR flagging
Suicide Prevention Training	1	2020	Training which provided common suicide signs to look for and ways to intervene and obtain help for an individual contemplating suicide.
Missing Child on the Autism Spectrum: The Do's and Don'ts of Response and Prevention	2	2020	This webinar will provide a basic overview of autism and how it relates to wandering/elopement behaviors. Attendees will learn the reasons behind wandering, how to respond when a child with autism is missing, and the do's and don'ts of searching for -- and interacting with -- this population.
Keeping Kids Safe and Resilient	2	2020	Webinar put on by Office of School Safety through WI DOJ on practices to keep kids safe during the COVID 19 pandemic and how to prevent burnout in students during online learning.
ICAC: iKeepSafe Incident Response Tool for Schools	1	2020	Teaches how to help prevent and address technology related incidents by building a cooperative relationship with schools. This free resource helps schools with the steps of incident management, such as fact-finding, documentation, reporting and engaging the appropriate school officials and other stakeholders. Through collaboration with law enforcement and the use of this tool, schools can plan and prepare an effective and appropriate response to all types of technology related incidents, including cyberbullying, sexting, hacking, and threats of violence.
WI Juvenile Officer's Conference	16	2020	Annual conference specializing in continuing education for WI SRO's
Nehemiah Implicit Bias	4	2020	Racial Bias is like your scent; it travels with you everywhere. Because this is true, understanding yourself is the first step in cultural competence. As we move forward together in taking a look at the racial disparity in the education system, it is imperative that we understand what enters into the classroom as teachers, administrators, and other students interact with our children.

Course Name	Hours	Year Attended	Course Description
Dane County Prevent - Alliance for WI Youth	16	2020	Foundational course of study in primary prevention of substance abuse. This course is for new and seasoned coalition members or coordinators who want to learn how to: Address primary prevention of substance abuse in the context of behavioral health and public health, Improve coalition efforts by developing a comprehensive approach to prevention using SAMHSA's Strategic Prevention Framework, Sustain prevention efforts by collaborating effectively across sectors to address shared risk factors and improve health and wellbeing of communities in a cohesive way, Develop a basic primary prevention logic model.
Dane County Suburban Consortium Inservice Training	24	2020	Consists of firearms training, defense and arrest tactics (de-escalation), emergency vehicle operations, less-lethal training (Taser), and Medical Training.
Addiction Recovery Training	32	2021	"Recovery Coach". Not a trained Recovery Coach, becoming an advocate for individual's with substance abuse/addiction and partnering with resources/partners that can help guide the recoveree process.
Intercepting Narcotics in Schools	1	2021	The teenagers of the pandemic faced problems unique to themselves and many did not have the support system at home to adequately deal with the induced trauma. Drug use is up among teens. Suicide is up among teens. School Resource Officers will be facing tougher challenges as the schools re-open. This session will specifically discuss drugs and narcotics including the use of narcotics in vape pens.
Crisis Intervention Training	40	2021	Crisis Intervention Training is a comprehensive training session designed to assist first responders in recognizing and understanding the signs and symptoms of mental illness. Students will learn various options to facilitate de-escalation of the mental health consumer in crisis, legal issues, resources in your community, and how to reduce the potential for crisis and injury to all involved.

Course Name	Hours	Year Attended	Course Description
WI DOJ: Basic Threat Assessment Course	8	2021	Basic Threat Assessment Team course is for school administrators, pupil services staff, security personnel and school resource officers. This course will explain who should be part of the threat assessment team, the investigative themes important in school based threat assessment, how to determine the severity of the threat, and how to determine the appropriate response to threatening behavior. Attendees will complete table top exercises and evaluate their own policies.
Better Policing w/ the LGBTQ+ Community	2	2021	Course taught by LGBTQ+ Law Enforcement Advocate. Discussed LGBTQ+ cultural competencies, building trust within LGBTQ+ communities, and how to be an advocate.
Fair and Impartial Police Training	8	2021	Training helps the patrol officer to understand that even well-intentioned people have biases, understand how implicit biases impact on what we perceive/see and can (unless prevented) impact on what we do, understand that fair and impartial policing leads to effective policing, and use tools that help him/her recognize his/her conscious and implicit biases and implement controlled behavioral responses.
Community Anti-Drug Coalition of America Mid-Year Conference	32	2021	Conference with numerous sessions on trending alcohol and drug trends in youth. Information given for numerous prevention techniques and case studies of community coalitions that have attempted certain responses for youth drug and alcohol concerns.

Course Name	Hours	Year Attended	Course Description
Understanding Trauma & Trauma Informed Responses for Criminal Justice Professionals	5	2021	During this online course, we will create a foundation of understanding by discussing the types of trauma and violence, defining what trauma and traumatic response is, as well as understanding trauma-informed care. We'll explore the latest brain science for an understanding of how the brain responds to and is altered by trauma. We'll also delve into some categories you have likely heard about, including Post Traumatic Stress Disorder (PTSD), Intergenerational Trauma, Secondary Trauma, Vicarious Trauma, and Post-Traumatic Growth. Finally, we'll explore the core concepts in post-traumatic responses, including those in children, and how we can develop self-care routines and resiliency in ourselves to sustain ourselves as we work with others experiencing traumatic events.
Dane County Suburban Consortium Inservice Training	24	2021	Consists of firearms training, defense and arrest tactics (de-escalation), emergency vehicle operations, less-lethal training (Taser), CPR Recertification, and Bloodborne Pathogen training.
Field Training Officer	24	2021	This course focuses on how to teach, coach, document, problem-solve and evaluate performance; and also how to understand, diagnose, and adapt to individual learner needs.

APPENDIX A
SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2021-22

Working Draft May 16, 2022

The SRO Program Agreement states in paragraph 3 - "joint strategic planning will be used to develop annual goals for the SRO Program, develop strategies for the SRO to use in fostering positive relationships with youth, and develop strategies to resolve problems affecting youth and to protect students."

2021-22 Annual Goals and Strategies

	Goal	Rationale	Strategies / Success Indicators	Outcomes
1	Continue to help maintain a safe school environment, build trust, provide mentorship and function as an educational resource for students.	<p>In the 2020-21 Dane County Youth Survey, 83% of OHS students reported feeling safe at school and 88% of OMS students.</p> <p>In the 2019-20 school year, 30% of the SRO's time was spent engaging in prevention, education, informal counseling and mentorship. In 2020-21, the SRO also spent 30%.</p>	<p>Engage with students at all buildings during peak times, such as arrival, dismissal, passing time, lunch and recess.</p> <p>Wear an OSD polo shirt when possible.</p> <p>Keep google calendar up to date and use it to schedule meetings.</p> <p>Mentor at least one student each semester.</p> <p>Participate in monthly OSD School Safety meetings.</p> <p>Coordinate safety drills with OSD staff.</p> <p>Record a video introducing the SRO to students at the start of the school year.</p>	<p>Building relationships highest number of contacts. See Appendix B.</p> <p>Wears the polo</p> <p>Mentors one student at OMS and one at FES</p> <p>Safety meetings every other month. SRO attended drills and provided feedback on drills that OSD incorporated</p> <p>Video to introduce self and explain students' rights regarding the policy</p> <p>Met with OHS Imagine Group to talk about internet safety</p>

2	For the 2021-22 school year, the SRO shall spend at least 55% of the SRO's time building strong, positive relationships with students.	In the 2019-20 school year, 26% of the SRO's time was spent building relationships. In 2020-21, the SRO spent 50%.	<p>Eat lunch and engage with students at RCI, OMS and OHS at least once a week.</p> <p>Play with students at RCI during recess at least once a week.</p> <p>Engage with students and families during arrival or dismissal at OMS at least once a week.</p> <p>Participate in at least one Connections class per month at OMS.</p> <p>Attend at least one Athletic event each in fall, winter and spring seasons, and engage with students and their families.</p>	<p>As of April 2022, building relationships is 58% of contacts</p> <p>Police action was 10%</p> <p>Has been outside at schools to help with traffic</p>
3	Focusing on grades 5-12, develop prevention strategies to decrease incidents of vaping.	In the 2020-21 Dane County Youth Survey, 10% of OHS students reported using an electronic vaping device in the last 30 days. 25% reported using marijuana in the last year - ⅓ of them reporting using a vaping	<p>Actively partner with student services staff at RCI, OMS and OHS to educate students about why prevention is key.</p> <p>Perform perimeter checks to ensure the safety of students and staff. Be visible in key areas such as bathrooms, and check outside facilities and playgrounds.</p>	<p>SSIT meetings quarterly</p> <p>Oregon Cares partnership about THC, alcohol and vaping</p>

		device with THC.		
4	Participate in the District's work around Equity	<p>In the 2020-21 Dane County Youth Survey, 76% of OHS students reported feeling they belong at their school.</p> <p>Equity is one of the District's five values. Equity is also part of the OPD's mission statement.</p>	<p>Participate in District professional development that focuses on racial equity.</p> <p>Attend at least one Multicultural Student Union meeting at OMS and one at OHS; engage with students at the meetings</p> <p>Participate in summer book study with OHS students, <i>This Is My America</i> - a fiction book about an innocent black man on death row. Engage in book study discussions.</p> <p>Participate in Non-Violent Crisis Intervention training.</p>	<p>Has attended MSU meetings at both OHS and OMS</p> <p>NVCI training completed</p> <p>Training list in Appendix C</p>
5	Implement strategies to prevent and address bullying and harassment including hate-speech.	<p>In the 2020-21 Dane County Youth Survey, 23% of OHS students reported seeing another student bullying another student and 23% reporting hearing a student being called a name based on race or sexual orientation.</p> <p>In 2019-20, the SRO had 9</p>	<p>Partner with student services staff at RCI, OMS and OHS in presenting anti-bullying curriculum and educating students about impacts of bullying.</p> <p>Partner with administrators in anti-hate speech policy education and training for staff.</p>	Working on class presentations now

		contacts with students regarding bullying.		
6	Partner with OSD to implement strategies to address students' mental health	<p>In 2020-21, 23% of OHS students reported feelings of depression.</p> <p>In 2019-20, the SRO had 18 contacts with students related to their mental health.</p>	<p>Participate in Student Services meetings at K-6 schools to discuss and address student mental health issues and needs.</p> <p>Continue training involving students and trauma.</p>	<p>Completed trainings - see Appendix C</p> <p>Attends SSIT meetings at FES</p>
7	Support and co-facilitate safety procedure implementation and Speak Up Speak Out education	Based on research from the U.S. Secret Service, in 81% of violent incidents in U.S. schools, someone other than the attacker knew of the attacker's plan but failed to report it.	<p>Develop an educational program/presentation with OSD Associate Principals regarding the Speak Up Speak Out (SUSO) program with the purpose of educating students on how to recognize a potentially unsafe situation and use the school safety concern reporting program.</p> <p>Conduct security assessments of all school buildings in Oregon before school starts.</p>	<p>Presentation at OMS and OHS last year</p> <p>Attended OHS security assessment</p> <p>Helped distribute backpacks</p> <p>Helps with Safety Day and National Night Out</p>
8	Solicit feedback from students, staff, families and community	The OSD and the Village value feedback from stakeholders and have included the following in the MOU, which	OSD and the Village shall meet at the start of the 2nd semester to develop a family and community feedback initiative for the SRO program. The initiative will be implemented prior to the end of the 2021-2022 school year. .	<p>Student intern with OPD met with students about SRO program to solicit feedback</p> <p>Considering a Q&A table at lunch</p> <p>Worked closely with the OMS</p>

	members about SRO program	states "Village and the District shall collaborate to meet with stakeholders as needed to discuss the SRO Program."		<p>special education team to help de-escalate student.</p> <p>Staff use SRO as a great resource</p> <p>Staff like seeing SRO in mornings particular</p>
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Types of SRO Contacts Sept 2021-April 1, 2022

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Building Relationships	45	35	14	20	28	35	12				189
Informal Counselor	11	13	6	8	5	9	9				61
Educator	7	1	2	1	2	3	2				18
Mentor	9	3	3	2	2	11	3				33
Preventative action	11	4	4	14	1	5	2				41
Truancy	0	0	0	1	2	0	1				4
Citation Issued	4	1	0	1	0	1	1				8
Referred to DA	0	1	1	2	2	2	2				10
In-Custody	0	0	0	0	0	0	0				0
School Consequences	6	3	1	0	1	0	2				13
Police Assistance	25	21	23	17	11	14	18				129

Citations

Drug Possession/Disorderly Conduct/Tobacco/Traffic on School Property

Referred to DA

Terroristic Threats/Disorderly Conduct/Possession with Intent to Deliver

Second Degree Sexual Assault of Child/Underage Sexual Activity

Police Assistance

Missing Juvenile/Check welfare/Mental Health/Sexual Assault/Theft/911 Disconnect/Alcohol/Assist Citizen

Fight/Threats/Found Property/Internet Crime/Harassment

Appendix C - SRO Training Completed in 2022

Training Title: Raptor Technologies webinar on School Safety Drills – completed on 3/14/22

A webinar that taught practices for school safety drills and how to accommodate all staff and students. The webinar was based off of the “I Love You Guys” model which aligns with the Oregon School District. The webinar material covers and defines when to use lockout, lockdown, evacuate, shelter, medical hold, and hold.

Training Title: Teen Dating (2 part webinar) – Dept. of Justice – Completed 2/22/22

The training addressed ways in which teen dating violence is similar to IPV between adults and how it is unique to teens. It developed a list of common behaviors involved in teen dating violence and established the scope, consequences, and risk factors of teen dating violence. The training covered research about teen dating violence with specific helpful law enforcement responses, developed a tool kit of best practices when interviewing teens and investigating teen dating violence, and identified strategies to prevent teen dating violence.

Training Title: Combating School Threats training – completed 1/25/22

Districts are facing an unprecedented number of students struggling with mental health and the drastic rise in violent threats and disruptive behavior. This training discusses bringing mental health services and SROs together to help solve this complex and multifaceted problem which needs to be a critical component of a district's intervention and response strategy for violence, self-harm, or harm to others. The training discussed how mental health services and SROs can work closely together to overcome some of these long-lasting effects of the pandemic.

Training Completed in 2021:

Training Title: Surviving and Recovering from a Traumatic Event – completed on 12/15/21

This 2hr training was presented by the SRO at Oshkosh that was involved in an officer involved shooting. He and his significant other talk about the event and how they dealt with it. This presentation highlighted resources that are available and how his department/school/hospital handled the event. He discussed the challenges he faced during and after the event along with what went well.

Training Title: Trauma Informed Sexual Assault Investigation – completed on 12/15/21

The Trauma Informed Sexual Assault Investigation training is a 2 hour webinar presented by a retired Chief of Police. He presented numerous ways in which officers can be more sympathetic and personable with victims during sexual assault investigations.

Training Title: Preparing for and Responding to Protest Activity – completed on 9/9/21

There have been numerous protests across the country over the last year. School students have been active participants in many of those protests. This 2 hour webinar discusses law enforcement responses to protests. It discusses the rights of the protestors and how to create an understanding and positive relationship with these groups to help keep protests peaceful.

Training Title: Community Anti-Drug Coalitions of America (CADCA) 20th Mid-year conference – completed on 7/15/21

This was a four day event that had innovative courses and opportunities to learn the latest strategies to fight substance abuse. This covered trends in alcohol use, tobacco use, nicotine use, and more. There were numerous presenters from across the country including government leaders, prevention specialists, educators, and more.

Training Title: Understanding Trauma & Trauma Informed Responses for Criminal Justice Professionals – completed on 7/6/21

This 5 hour webinar covers many aspects of trauma and trauma response. One of the main areas covers included child trauma and trauma responses by children. The course is designed to teach officers how to respond to trauma and what to expect from people who are experiencing trauma.

Training Title: Virtual Basic Threat Assessment Team Course – completed on 4/15/21

A training geared towards School Resource Officers about assessing students as part of a team after threats have been made. This 4 hour virtual training was hosted by DOJ and more specifically the Office of School Safety. It taught the SRO how to complete a threat assessment for students in schools. It showed what information to look for during these assessments and how to categorize the student after the assessment was made.

Training Title: Crisis Intervention Team (CIT) Training – completed on 3/19/21

Crisis Intervention Team (CIT) program is an innovative, community-based approach to improve the outcomes of these encounters. A 40 hour training offered through the National Alliance on Mental Illness (NAMI). The training is a specialized police curriculum that aims to reduce the risk of serious injury or death during an emergency interaction between persons with mental illness.

Training Title: PAARI Recovery Coach – completed on 1/14/21

PAARI (The Police Assisted Addiction and Recovery Initiative) is a 32 hour course officers attend that discusses drug addiction and recovery. The course is designed to be a community policing movement to create non-arrest pathways to treatment and recovery. PAARI partners with law enforcement agencies across the country to reduce overdose deaths, expand treatment options, and improve public safety by increasing trust between the community and law enforcement.

Training Completed in 2020:

Training Title: Adolescent Mental Health Training – completed on 11/6/20

The Adolescent Mental Health training curriculum was created by the National Center for Mental Health and Juvenile Justice and is offered through NASRO (National Association of School Resource Officers). This 12-hour course includes information on developmentally appropriate behavior vs. mental illness, symptoms of specific diagnosis, trauma informed practices, de-escalation techniques, engaging parents in the process, and a community service provider discussion panel.

Training Title: NASRO (National Association of School Resource Officer) Training – completed 7/31/20

The NASRO Basic School Resource Officer Course is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff. The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.

Training Title: Disrupting Systemic Racism in Schools – completed on 7/23/20

The webinar is 2 hours and hosted by the Wisconsin Department of Justice – Office of School Safety. This presentation will explore how to disrupt systemic racism in schools, examine the cultural responsiveness of existing programs, and discuss alternative strategies to promote school safety.

Training Title: Critical Consciousness Training – completed on 7/23/20

This is a 3-day workshop entitled Institute for Critical Consciousness that was offered to our SRO by Oregon School District Administration. During the three-day institute, educators will engage in self-reflection and experiential based learning that will deepen their understanding of opportunity gaps in schools using topics such as root causes and consequences of historical and contemporary oppression, implicit bias, micro-aggressions, stereotype threat, systemic oppression and how that impacts student achievement. Readings, videos, and constructivist listening techniques are tools that will be used during the institute to help educators identify policies and practices that negatively impact achievement for marginalized student populations.

Training Title: Addressing LGBTQ+ Student's Safety Concerns in the School Environment – completed on 7/21/20

This training is a 2 hour webinar hosted by the Wisconsin Department of Justice – Office of School Safety. LGBTQ+ students constitute a vulnerable population when it comes to school safety in general. Given the upheaval caused by the ongoing pandemic, an overall negative cultural climate towards LGBTQ+ persons, the effects of racism, and the recent killings of unarmed black persons including George Floyd, LGBTQ+ students may be particularly vulnerable as we anticipate the upcoming school year. Thus, addressing LGBTQ+ student safety concerns in the coming months will require school personnel to apply a trauma informed approach. Increasing access to mental health supports will also be necessary. As such, the specific objectives of this webinar are to...

1. Understand LGBTQ+ student safety concerns in light of recent community crises;
 2. Consider ideas to reaffirm physical safety and psychological security as first steps in the return to school; and
 3. Consider ideas for identifying and addressing the mental health needs of LGBTQ+ students in school.
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Training Title: Digital Threat Assessment Webinar – completed on 6/30/20

This webinar presented information about how to properly assess a student's digital profile for threats. This includes monitoring social media and preserving evidence. It discussed how this information should

be brought forward and presented to school officials as part of a Law Enforcement and School Officials Team.

Training Title: Speak Up Speak Out – completed on 6/4/20

The Department of Justice provided virtual training to SRO Koratko regarding the Speak Up, Speak Out 24/7 threat reporting system that will launch in fall 2020. The program is designed to allow for anyone to report a threat while maintaining complete confidentiality and trust that adults will respond to the threat.

Training Title: Changing Perceptions – Fair and Impartial Police Training – completed on 5/25/20

The Fair and Impartial online training will provided all OPD staff members with an understanding of the science of bias, discuss the negative consequences of letting “hidden biases” impact perceptions and behavior, and teach law enforcement professionals the skills that they need to reduce and manage their biases. This training is offered through Community Orientated Policing Services (COPS).

Training Title: Pressurized People – De-Escalation Training – completed on 5/30/20

All sworn staff completed this training offered through Caliber Press. The following is a detailed description of the training. The training provides a realistic perspective for peace officers and other first responders concerning how to deal with people who are at the moment exhibiting charged, irrational and disruptive behavior for various reasons.

Topics included in the presentation include but are not limited to:

- Tactful De-Escalation
- Force Mitigation Opportunities (Averting the need to Use of Force)
- 360° Communication Skills & Understanding
- Recognizing & Dealing with people who have mental/emotional issues
- Avoiding counterproductive content/behavioral loops
- Professional Goal: Defining & Focusing

The presentation then explains the need to recognize Force Mitigation Opportunities during emotionally charged moments. Utilizing the 360° communication skills and an understanding of human emotions discussed in the video, students will learn how to control, redirect and influence other people’s immediate behavior in an effort to avoid the need to use of force. The video focuses on the need for

first responders to control themselves and understand how human beings interact. The seminar addresses the impact of stress on the brain, the importance of understanding how to read people in the moment, learning how to lower the temperature of an interaction, and focusing on your professional goal and not getting stuck in a content/behavioral loop.

Training Title: The Role of SRO in a Mental Health Focused World – completed 5/14/20

Associate Principal Griffin provided information about this webinar. The webinar was presented by a Police Sergeant from the Beloit Police Department. The topics covered included the history of the SRO, the NASRO Triad, using discretion, de-escalation techniques, and the SRO contact log.

Training Title: Suicide Prevention Training – completed on 5/4/20

This webinar provided information about interacting with suicidal people and how to recognize the signs of a person who may be suicidal. It addressed how it interact with the person and provided specific information about what an officer should and should not say to a person who is in crisis. The training was through QPR Institute (Question, Persuade, Refer), and all OPD staff attended. Oregon Cares facilitated the training.

Training Title: Substance Abuse Prevention Skills Training – completed on 4/30/20

This training is a foundational course of study in substance abuse prevention. Innovative training that blends a five-hour, self-paced online module and followed by a four-day/26-hour interactive, in-person training. The training is designed for entry-level prevention practitioners working in states, jurisdictions, tribes and communities, and it is also appropriate for professionals working in related fields. The training provides guidance for implementing each of the five steps of the SAMSHA Strategic Prevention Framework (assessment, capacity building, planning, implementation and evaluation). The training was offered to our SRO by the Oregon School District.

Training Title: Missing Children on the Autism Spectrum: The Do's and Don'ts of Response & Interaction – completed on 4/29/20

This webinar provided a basic overview of autism and how it relates to wandering/elopement behaviors. It provided information about the reasons behind this behavior and how to interact with a child with autism.

Training Title: Keeping Kids Safe and Resilient Webinar – completed 4/9/20

This webinar presented information about empowering kids and developing a relationship with them. The main point of this webinar was to teach and empower kids to work through situations. It talked about how this was more effective than to tell a kid something and hope it helps them. This training is hosted by the Missing and Exploited Children's Program.

Training Title: Internet Crimes Against Children/iKeepSafe Incident Response Tool for Schools Webinar – completed on 4/9/20

This webinar presented information about preventing and addressing technology related incidents in the school. It addressed working with school staff and building an effective response plan. The webinar talked about managing an incident, fact finding, documentation, reporting, and engaging with appropriate school officials. Some topics covered included cyberbullying, sexting, hacking, and threats of violence.

Training Titled: Wisconsin Juvenile Officer's Association Conference – completed 1/14/20

Presenters talked about Teen Violence, Human Trafficking pertaining to juveniles, teen dating, vaping, drug use in school and other current trends with youth.

Training Completed in 2019:

Training Title: Active Shooter Training - completed 7/19/19

This training was conducted at a large business complex in Monona with officers from other agencies (Verona, Monona, McFarland, and Stoughton). Room clearing, shooter scenarios, and entry coordination with various teams were several tasks covered.

Training Title: Reid Technique Interview and Interrogation Training – completed on 5/15/19

The Reid technique consists of a three-phase process beginning with fact analysis, followed by the behavior analysis interview (a non-accusatory interview designed to develop investigative and behavioral information), and when appropriate followed by the Reid nine steps of interrogation: positive confrontation, theme development, handling denials, overcoming objections, procuring and retaining the suspect's attention, handling the suspect's passive mood, presenting an alternative question, detailing the offense, and elements of oral and written statements.

Training Title: Traffic Incident Management Enhancement Program – completed on 2/26/19

The Traffic Incident Management Enhancement (TIME) Program is a comprehensive multi-agency, multi-discipline program, led by the Wisconsin Department of Transportation (WisDOT) dedicated to: improving responder safety and enhancing the safe, quick clearance of traffic incidents.

Training Title: Operation R.U.S.H. – completed 2/19/19

Recognizing and Understanding Substances (RUSH) on the Highway. This training covers both patrol, corrections, drug officers and detectives in their respective job duties by recognizing criminal activity while educating on current case law, current drug trends, physiology of how drugs affect the human body, and concealment methods. Enhance your observation and communication skills while employing tactics that will aid officers in returning home safely after each shift.

Training Completed in 2018:

Training Title: ARIDE – Completed on 11/1/18

Advanced Roadside Impaired Driving Enforcement (ARIDE). This course trains law enforcement officers to observe, identify, and articulate the signs of impairment related to drugs, alcohol or a combination of both, in order to reduce the number of impaired drivers and impaired driving related traffic collisions. This course trains other criminal justice professionals (prosecutors, toxicologists, etc.) to understand the signs of impairment related to drugs, alcohol, or a combination of both and enable them to effectively work with law enforcement in order to reduce the number of impaired drivers and impaired driving related traffic collisions.

Training Title: First Responder Dementia Training – Completed on 7/26/18

This training was provided by a Case Manager with the South Madison Coalition of the Elderly.

Training Title: Basic Drug Identification Training – Completed on 1/19/18

This course presents an overview of the identification of current substances of abuse and the associated paraphernalia that law enforcement officers will likely encounter in their duties. Drug Scheduling, appearance, observable effects on the human body, methods of ingestion, possible medicinal and/or cultural uses, slang terminology, cultivation, production, manufacture and distribution of the prevalent substances within the seven categories of drugs will be described. Officer safety issues for encountering users of these drugs are emphasized.

Training Title: Harassment Training – Completed on 9/12/18

This training is provided by the Village of Oregon through the Employee Assistance and discusses various aspects of harassment in the workplace.

***Notes: SRO Koratko's start date as a SRO was November of 2019. The training listed above does not include annual firearm, defense and arrest tactic (de-escalation), emergency vehicle operations course (EVOC), taser, and medical training (CCR, Blood born pathogen, narkan, and tourniquet) training.

School Resources Officer Program Agreement

This School Resource Officer Program Agreement ("SRO Agreement") is made this _____ day of _____, 2022 by and between the OREGON SCHOOL DISTRICT ("District") and the VILLAGE OF OREGON (the "Village") as follows:

The purpose of this SRO Agreement is to establish a School Resource Officer Program and to set forth guidelines to ensure that law enforcement, school officials, and the communities they serve, have a shared understanding of the goals of the School Resource Officer Program.

The parties want the School Resource Officer ("SRO") to receive the necessary support and training to ensure a safe school environment while building relationships, offering student support, maintaining a positive educational environment, respecting the rights of students and improving the overall school climate.

The parties acknowledge that the School Resource Officer Program provided for in this Agreement will be supervised by the Oregon Police Department Chief Jennifer Pagenkopf (the "Chief"). The parties further acknowledge that the SRO will be directly supervised by the Oregon Police Department Lieutenant Chad Schaub (the "Lieutenant").

The Village and the District agree to the following:

Role of the School Resource Officer within the Context of the Educational Mission of the School

1. The SRO is a full-time law enforcement officer with sworn law enforcement authority, trained in school-based policing and crisis response, employed by the Village to work with the school using community-oriented policing concepts. The mission of the School Resource Officer Program is to improve school safety and the educational climate at the school. The Chief, Lieutenant, and the SRO will be the official points of contact for the Oregon Police Department as it pertains to school safety planning. The District agrees to include the SRO and/or other law enforcement personnel in all safety planning in accordance with school policy 717.02 School Safety Plans.

2. The SRO Program's goals are: providing safe learning environments in our schools, providing valuable resources to school staff members, fostering positive relationships with youth, developing strategies to resolve problems affecting youth and protecting all students, so that they can reach their fullest potential. The SRO has three main roles: educator, informal

counselor/mentor, and law enforcement officer. As an educator, the SRO may work with students to positively influence student behavior and to mitigate more serious behaviors. As an informal counselor/mentor, the SRO may address school violations in an effort to positively impact student behavior and character and may refer students to school personnel as necessary. As a law enforcement officer, the SRO shall abide by federal, state, and local laws.

3. The Village and the District shall collaborate to meet with stakeholders as needed to discuss the SRO Program. The Chief, Lieutenant, and such representatives as the District designates, will participate in joint strategic planning relating to the SRO program. Among other things, joint strategic planning will be used to develop annual goals for the SRO Program, develop strategies for the SRO to use in fostering positive relationships with youth, and develop strategies to resolve problems affecting youth and to protect students. *See Appendices A and B.*

4. The SRO shall be integrated into the school community through participation in faculty and student meetings, and attending assemblies and co-curricular activities as appropriate.

5. The SRO shall maintain activity reports and submit those reports to the appropriate building-level school administrators, the District's in-house legal counsel and the Chief and Lieutenant. The reports shall include a summary of activities to build relationships; preventive actions; incidents or calls for law enforcement service; incidents that involve the meet and consult process; student searches; student questioning conducted by the SRO; types of enforcement actions taken by the SRO; and, referrals to the juvenile justice system. Reports shall be maintained and shared in accordance with student confidentiality and privacy laws. Should there be a question as to student confidentiality, the SRO shall consult with the District's in-house legal counsel prior to the release of information.

6. The District and the Village seek to ensure a safe and respectful school environment conducive to student learning. This Agreement provides general guidance to the parties regarding the SRO and other law enforcement actions involving the District. When further communication or discussion is needed or is otherwise outlined in this Agreement, the parties agree to engage in a "meet and consult" process. For example, the meet and consult process may be used in an effort to agree on how a matter involving a potential criminal act will be investigated, how and when a student's parents/guardians will be contacted, and what type of disposition would be most appropriate. When a representative of either party requests to meet and consult, the SRO and the District's in-house legal counsel, or their designees, and such additional personnel as either party deems appropriate, shall meet and consult as soon as practicable and without delay. Notwithstanding the foregoing:

a. Except as otherwise required by law or this Agreement, the District retains the final authority to make its own decisions regarding contacting a student's parents/guardians, conducting its own investigation, and permitting law enforcement to conduct an investigation on school premises, without first engaging in the meet and consult process.

b. Except as otherwise required by this Agreement (such as when the investigation is done off school premises), the Oregon Police Department retains the final authority to determine that all or part of a criminal investigation should be undertaken without first engaging in the meet and consult process.

7. The parties acknowledge a strong preference for resolving certain types of violations through the school disciplinary process, rather than through the municipal court or criminal justice system. For example, incidents involving disturbances or disruptions of school activities, loitering, profanity, and minor physical altercations not involving weapons or serious injuries, should generally be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of a citation or referral for criminal or delinquency proceedings). The parties will use their best efforts to use the meet and consult process to resolve any disagreements regarding the appropriate disposition of a violation of law prior to the issuance of the citation, the referral or the disposition where practicable under the circumstances. The District retains the final authority to decide whether to subject a student to school discipline, and the Oregon Police Department retains the final authority to decide whether to refer a violation of criminal or civil law to the legal system.

8. The parties seek to ensure the safety and security of students while also ensuring a positive environment conducive to student learning. They understand that, during the school day, school administrators stand *in loco parentis*, meaning they "stand in the shoes" of the parent. Accordingly, the following guidelines apply to the SRO and/or other law enforcement officers:

a. Students shall not be taken into custody at school except where there are reasonable grounds to believe the student poses a real and immediate threat to student, staff or public safety, or pursuant to a warrant, or with the District's prior approval.

b. When a student is taken into custody, it shall be done in a manner least disruptive to the educational environment, and respectful of the student's privacy, as permitted by the circumstances.

c. The student's parent/guardian shall be notified of a child being taken into custody as soon as practicable by the SRO and/or school administration,

d. For issues that did not occur at school, do not involve school-sponsored events, do not involve transportation services provided by the District, or do not involve potential school disciplinary issues, students shall not be questioned at school except where: (i) the student poses a real and immediate threat to safety, (ii) pursuant to a warrant or other state law (such as child abuse/neglect statute); (iii) with permission from the student's parent/guardian; or (iv) with permission from the District's in-house legal counsel. In all cases, questioning shall be done in a manner that is least disruptive to the educational environment, and that is respectful of the student's privacy, to the extent permitted by the circumstances.

e. In the event a criminal act may have been committed at school, at a school activity, or while using transportation services provided by the District, or in the case of potential school disciplinary issues the SRO or other law enforcement may question students at school within the following parameters:

i. the questioning shall occur in a time, place and manner that is confidential and is least disruptive to the learning environment as practicable given the circumstances;

ii. a school administrator or their designee, not the SRO or other law enforcement officer, shall notify the student of the need for a meeting if the student is at school, except when otherwise agreed during the meet and consult process, where there is an emergency situation, or law enforcement has a warrant or other court order;

iii. a school administrator shall be offered the opportunity to be present during questioning unless otherwise agreed during the meet and consult process, unless prohibited by law or there is an emergency;

iv. if the student is suspected of committing a crime, the SRO or other law enforcement officer shall contact the student's parent/guardian in advance of questioning, and the parent/guardian will have a reasonable amount of time to be present for the questioning if so desired, except where otherwise agreed during the meet and consult process, or unless the Lieutenant or Detective Sergeant determines otherwise due to immediate concerns for public safety, emergency circumstances, or where required by law;

v. the SRO shall notify the parent/guardian of any questioning of students as soon as practicable after the questioning except where there are safety concerns to doing so or it is prohibited by law.

f. The SRO or other law enforcement may use their cameras or other recording devices only to record audio and/or video in performance of their duties in accordance with Village policy or state law. The SRO or other law enforcement officers may use such devices on school property only in the following circumstances: 1) at events outside the school day that are open to the public; 2) in public areas outside the school building such as the parking lot or athletic fields; 3) while in the SRO's office or other areas in the course of investigating potential criminal activity; 4) at the request of District staff; or 5) in emergency situations.

Information Sharing

9. The District designates the SRO a “school official” as provided in the Federal Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232g, and 118.125(2)(d) of the Wisconsin Statutes.

a. An SRO may be provided access to student records information maintained by the school district only as needed by the SRO to perform his or her duties as SRO. An SRO may also be granted access to student records information in the event of an emergency situation threatening the health or safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Wisconsin pupil records law. Should there be a question as to student confidentiality, the SRO shall consult with the District’s in-house counsel prior to the release of information. All other information shared with law enforcement shall be in accordance with state and federal law. Should the SRO or law enforcement seek records other than directory data, or security camera recorded footage pursuant to the approved process, all requests shall be made to the District’s in-house counsel. The District agrees to process requests in a timely manner.

b. The District may allow the SRO access to the school security cameras upon request to the applicable school administrator, the Director of Business Services or the District’s in-house counsel where the SRO has a legitimate educational and/or safety interest, and in accordance with Board Policy 931: Electronic Surveillance of Public Areas. The SRO understands that the SRP cannot share the information with the Oregon Police Department or other third parties except where allowed by law. Should unauthorized access occur, the District reserves the right to revoke access except where required by law.

10. Records created and maintained by the SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO. (This provision does not prohibit school personnel from complying with the notice and reporting requirements of seclusion or restraint of a student by the SRO as specified in 118.305(4) of the Wisconsin Statutes.)

School Resource Officer Training Requirements

11. The SRO shall join the National Association of School Resource Officers, the cost of which shall be split equally between the parties. The SRO shall receive such training as is necessary to permit the SRO to effectively advance the school's educational mission in the context of his or her duties as SRO. *See Appendix C.* Training topics, goals, and objectives shall be determined jointly by representatives of the school and the Oregon Police Department. Training shall be provided in the following areas:

- a. Training as set forth by the agreement with the Suburban Training Consortium. Training Sessions will be conducted to provide the SRO with appropriate in-service training such training specifically designated for SROs, updates in the law, firearm training, and other tactical training as paid for by the Village.
- b. Non-violent Crisis Intervention to be provided for and paid by the District;
- c. Equity training to provided for and paid by the District;
- d. Trauma informed practices and student mental health training as provided for by the District; and
- e. Other appropriate trainings as mutually agreed upon by the parties.

Program Assessment

12. The School Resource Officer Program will be assessed semi-annually jointly by the District and the Village, after the first semester and after the end of the school year. The following areas will be used to evaluate the program:

- a. Success of established goals and objectives;

- b. Contacts with students, staff and citizens (citations, arrests, community and school outreach activities, etc.);
- c. Success of meet and consult process;
- d. Success of collaborative strategic planning; and
- e. Student, staff, family and community feedback.

Structure and Funding for School Resource Officer Program

13. The District agrees to reimburse the Village for the SRO's salary and employment benefits in accordance with the applicable salary schedules and employment practices of the Village for the time spent performing the SRO duties, including but not necessarily limited to: benefits, worker's compensation, and unemployment compensation for a total 700 hours annually.

14. The Village agrees to employ one SRO during the term of this SRO Agreement. The individual assigned to be the SRO for the District shall be by mutual agreement of the Village and the District. The District shall participate in the selection process. The SRO shall be an employee of the Village and shall be subject to the administration, supervision and control of the Village, except as such administration, supervision and control is subject to the terms and conditions of this SRO Agreement. At no time shall the SRO be an employee of the District.

15. The Board shall provide the SRO with access to an air-conditioned and private office which shall contain a telephone which may be used for business purposes; a location for files and records which can be properly locked and secured; a desk with drawers, a chair, work table, filing cabinet, and office supplies; access to a computer; and other supplies and forms required in the performance of the SRO's duties. The District shall have access to the office.

16. As an employee of the Village, the SRO shall follow the chain of command as set forth in Village Policies and Procedures, as well as follow the SRO Agreement and Board policies and expectations for the District's professional staff. The Village shall have the power and authority to supervise and discipline the SRO. In the performance of his/her duties, the SRO shall coordinate and communicate with the school administrators.

17. The maximum number of hours that a SRO officer shall be on duty in a work week shall be 40 hours per the union contract. The SRO shall be present in the schools during times that students are in session. The SRO may be called to respond to an emergency or provide

assistance to the Village during normal school duty hours, which shall not serve to reduce the compensation paid by the District under this SRO Agreement. The SRO may make up the hours in a manner determined by mutual agreement of the Parties. In the event the SRO must be absent from the schools, the SRO shall notify the Chief and Lieutenant, the District's in-house legal counsel and the Building Principals. The Village agrees to assign another officer to substitute for the absent SRO if requested by the District, unless the Village lacks the personnel needed to provide a substitute SRO.

Insurance and Indemnification

18. The Village shall purchase and maintain in full force and effect during the term of this SRO Agreement a general comprehensive liability insurance policy with coverage in an amount of not less than One million dollars (\$1,000,000) for any acts or omissions that occur or claims that are made during the term of the SRO Agreement.

19. The Village agrees to hold the District, its agent and employees free, harmless and indemnified from and against any and all claims, suits or causes of actions arising from or in any way out of the performance of the duties of the SRO officers or the SRO Program.

Duration

20. This Agreement shall become effective September 1, 2022 and remain effective until August 31, 2023, whereupon it must be reviewed by the District and the Village before being renewed.

21. Either party may terminate this memorandum of understanding by serving written notice to all other signatories at least thirty (30) days in advance of such termination. A termination by a signatory shall eliminate the presence of the School Resource Officer at the Oregon School District. Should the Agreement be terminated, the Village of Oregon shall reimburse the Oregon School District for any amounts paid for hours not worked by the SRO.

OREGON SCHOOL DISTRICT

VILLAGE OF OREGON

By: Dr. Leslie Bergstrom

By: _____

Its: Superintendent

Its: _____

Date: _____

Date: _____