

OREGON SCHOOL DISTRICT  
BOARD OF EDUCATION

DATE: February 15, 2023  
TIME: 5:00 PM  
PLACE: Innovation Center at Oregon High School

Order of Business

Call to Order

Roll Call

Proof of Notice of Meeting and Approval of Agenda

AGENDA

- A. Public Comment Regarding Agenda Items
- B. Old Business
  - 1. None
- C. New Business
  - 1. Welcome and Introductions
  - 2. Review SRO Strategic Plan, Goals and First Semester Progress for 2022-2023
- D. Future Business:
  - 1. SRO Strategic Plan, Goals and Outcomes for 2022-2023
  - 2. SRO Agreement for 2023-2024
- E. Future Meetings: To Be Determined
- F. Adjournment

Notice is hereby given that a majority of the Oregon School Board may be present at this meeting to discuss subjects over which they may have decision-making responsibility. This constitutes a meeting of the Oregon School Board and must be noticed as such although the School Board will not take any formal action at this meeting.

## **School Resources Officer Program Agreement**

This School Resource Officer Program Agreement ("SRO Agreement") is made this 15<sup>th</sup> day of August, 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 Appendix A.*

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. This means the school has certain responsibilities regarding its students. 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 and without delay 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 and without delay 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 SRO 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 B.* 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

By: Leslie Beyst

Its: Superintendent

Date: August 8, 2022

VILLAGE OF OREGON

By: Gandy Nelson

Its: Village President

Date: 08.15.2022

## APPENDIX A

### SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2022-23

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."

#### 2022-23 Annual Goals and Strategies For SRO Program

	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 and 2021-22, 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>Record a video introducing the SRO to students at the start of the school year, and at least one other video on a topic of interest to the students, in consultation with In-House Counsel.</p> <p>Have a table at least monthly in OHS and OMS commons at lunch to meet students, talk about Speak Up Speak Out and answer questions.</p>
2	For the 2022-23 school year, the SRO shall spend at least 60% of the	In the 2019-20 school year, 26% of the SRO's time was spent building relationships. In	<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</p>

	SRO's time building strong, positive relationships with students.	2020-21, the SRO spent 50%. In 2021-22, the SRO spent 58%.	<p>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>
3	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>Educational 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 equity and offering an inclusive environment for every student.</p> <p>Attend and engage with students at a minimum of one meeting of each of the following groups: Multicultural Student Union at OMS and at OHS; Gay Straight Alliance; and Superintendent's Council. Attend and engage with our student groups as invited.</p> <p>Participate in book study with OHS students</p> <p>Participate in Non-Violent Crisis Intervention training.</p> <p>Complete District-approved training on working with students with disabilities and students with mental health concerns.</p> <p>Complete the appropriate trainings in the New Educator Pathway for the 2022-23 school year.</p>

4	Continue to enhance school safety	Our top priority is school safety.	<p>Review research and present at OSD School Safety meetings regarding best practices to keep schools safe.</p> <p>Collaborate with district staff, area law enforcement agencies and fire departments to conduct at least one tabletop simulation per school per year.</p> <p>Participate in monthly OSD School Safety meetings.</p> <p>Coordinate safety drills with OSD staff.</p> <p>Conduct monthly perimeter walks at each school with the Director of Transportation &amp; Safety to review and improve safety practices.</p> <p>Continue the collaboration between District leadership, and local, regional and state law enforcement agencies regarding the Speak Up, Speak Out system.</p>
5	Garner feedback about the SRO Program through Student, Staff, Family and Community Engagement	OSD Values include Educational Equity and Strong Family & Community Partnerships.	<p>The following will be directed and implemented by District Leadership:</p> <p>Regularly review SRO activity reports, police contacts, and program data;</p> <p>Conduct focus groups with students, staff, families and the community to gather feedback about the SRO Program;</p> <p>Include SRO Program-related questions in the District's student and family surveys; and</p> <p>Implement a direct feedback mechanism about the SRO Program through the SRO page on the</p>

			OSD website.
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# APPENDIX B

## SRO Training Completed and Scheduled 2022

*Officer Schewe was selected as the new SRO on May 27, 2022.*

Course Name	Hours	Year Attended	Course Description
Campus Safety Training: Introduction to Behavioral Intervention Teams	1	2022	This training is an interactive course that provides an overview of Behavioral Introduction Teams. It identifies the role and purpose of a Behavioral Intervention Team (BIT). Additionally, strategies to implement a BIT in any school will be explored.
Protect Our Youth Online	6	2022	This training is provided by Department of Justice - Internet Crimes Against Children. The topics covered are Multi-level approach to preventing child exploitation, self-generated content and sextortion awareness, and several panel discussions.
An Introduction to SRO Programs	3	2022	The course focuses on the mission of the National Association of School Resource Officers (NASRO) to provide the highest quality of training to school-based law enforcement officers. This program provides an overview of school-based law enforcement programs and illuminates the critical need for further SRO training.
Suburban In-Service Training (Active Shooter)	8	2022	Active Shooter Incident Management (ASIM) training. Conducted table top scenarios of active shooter response involving multiple first responding agencies. Completed skill building movement, stairwells, and room entry/clearing training. Conducted large scale active shooter responses to scenarios created by active shooter instructors.
Suburban In-Service Training (OIS, Firearms, and Defense Tactics)	8	2021	Wisconsin Department of Justice - Division of Criminal Investigation provided a presentation on investigating officer involved shootings. The Wisconsin Professional Police Association (Police Officer Union) spoke about officer involved shootings as well. There was a training module regarding defense tactics (officer override scenarios and interactions with uncooperative individuals) and proficiency shooting for firearms.

The Call: Serving Those with Behavioral and Cognitive Disabilities	1	2022	The Call is 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 best practices for the recognition and response to incidents involving civilians with mental illness. Topics covered include properly assessing the situation, effective communication techniques, active listening, de-escalation and crisis intervention.
Suburban In-Service Training (EVOC)	8	2022	Emergency Vehicle Operation Training (EVOC) completed as part of a bi-annual requirement. Officers are trained and demonstrate emergency vehicle operations in simulated real world scenarios. Officer participated in operations, deploying tire deflation devices and high risk traffic stop scenarios.
Intoximeter Recertification Training	2	2022	This program is designed to recertify applicants for a permit to operate evidential breath alcohol instrumentation in accordance with Wis. Stat. § 343.305(10)(b).
National Association of School Resource Officers: Basic SRO Course	40	2022 (To be completed in August)	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.
Preventing Problems by Promoting Positive Practices	1	2022	IADLEST Certified and highly-interactive training course advances community policing by further enhancing positive police interactions with students and school personnel in school environments. Participants utilize the SARA problem-solving method of community policing to improve the elements of a positive school climate: school physical and learning environments, relationships, engagement, safety and discipline. Topics cover implicit biases, adolescent behavior, effective discipline, and much more.

Hate Crimes Training for Law Enforcement	1	2022	Hate/bias crimes seriously threaten our democratic society, which is built on the strength of its diversity. These crimes represent a particularly heinous form of physical and/or verbal violence, in which thousands of Americans are victimized each year because of their skin color, ethnicity, religion, gender, or sexual orientation. This course gives an overview of hate crimes based on recent statistics from the FBI.
Anti-Bias Training for Law Enforcement	2	2022	People in cities, suburbs, and towns served by law enforcement are a rich tapestry of races, ethnicities, religions, and cultures. This diverse group of individuals deserves to be treated with kindness, compassion, and respect. Unfortunately, tragedies can result when there is an adversarial relationship or misunderstanding between law enforcement and the community. Recognizing diversity without bias when serving the community will reduce misunderstandings, confusion, and stereotypes while promoting knowledge and awareness for the officer. In this two-hour course, we will explore many effective strategies to help you to connect with the community along with recommendations you can use immediately.
LGBTQ+ Awareness Training	4	In Progress (To be completed in August)	The course discusses the difference between sexual orientation and gender identity and how these two aspects of identity relate to each other and to race, culture and religion. The course will define terminology used to describe sexual orientation and gender identity. The course will identify ways to create an inclusive workplace and to support LGBTQ+ co-workers. The course will identify key moments in the LGBTQ+ civil rights movement. The course will understand how hate crimes and domestic violence impact LGBTQ+ people.
Hate Crime Investigations For Law Enforcement	1	In Progress (To be completed in August)	This course prepares law enforcement first responders to recognize, document and investigate hate crimes. Students will learn about state and federal hate crime laws, how to support hate crime victims, and hate crimes trends in the United States. The course is inclusive of all hate crime bias motivation types including sexual orientation and gender identity.



Basic Threat Assessment Team Course	8	To be completed in August	The Basic Threat Assessment Team course is for school administrators, mental health professionals, security personnel and law enforcement. This course explains why threat assessment is an important part of violence prevention in schools, who should be part of school-based threat assessment team, the investigative themes important in threat assessment, how to determine the severity of the threat, and how to determine the appropriate response to concerning behavior. Attendees will work in small teams to complete tabletop exercises and discuss appropriate outcomes.
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SRO Training Completed Prior To 2022-23		
<i>Officer Schewe has completed other relevant training prior to 2022-23. Here are some examples:</i>		
Course Name	Hours	Year Attended
Better Policing: LGBTQ	2	2021
Suicide Prevention Training	8	2020
Active Shooter Training	8	2019
School Resource Officer Conference	24	2018
Racial and Implicit Bias Workshop	8	2017
School Resource Officer Conference	18	2017
Crisis Intervention Training	40	2015
Active Shooter Training	8	2015

# Types of SRO Contacts Sept 2022 Through 1-13-23 (End of Semester)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	%
Building Relationships/Mentor	135	98	98	77	24						432	66.36%
Informal Counselor	14	22	2	33	2						73	11.21%
Educator	0	2	0	6	0						8	1.23%
Preventative Action	41	17	23	16	12						109	16.74%
Truancy	0	4	4	2	0						10	1.54%
Citation Issued	2	1	1	2	1						7	1.08%
Referred to DA	3	1	2	1	0						7	1.08%
In-Custody	0	0	0	0	0						0	0.00%
School Consequences	2	0	1	1	1						5	0.77%
Police Assistance	0	0	0	0	0						0	0.00%

This data include issues that allegedly occurred at school or outside of school; these are only reports and not findings or dispositions.

Citations: Poss. Of THC (3); Theft (1); Disorderly Conduct (1); Use of Tobacco/Nicotine on School Grounds (1); Inattentive Driving (1)

Referred to DA: Terrorist Threats (4 cases); Poss. Dangerous Weapon School (1); Substantial Bodily Harm (1); Damage to Property (1) and Disorderly Conduct (1)

## Key

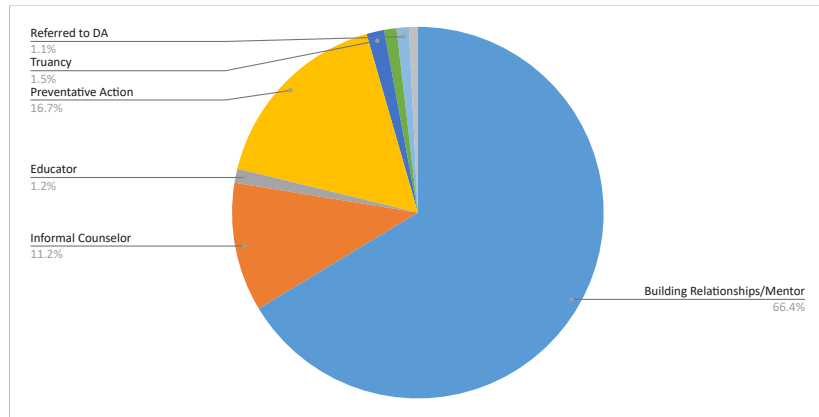
Build Relationships/Mentor: An activity involving the SRO and members of the school to help foster positive relationships with youth and staff.

Informal Counselor: The SRO may address school violations in an effort to positively impact student behavior and character and may refer students to school personnel as necessary. The SRO does not engage in mental health counseling.

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

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

N/A (Non Applicable): This action was not taken and was not documented.



## 2022/2023 School Year Sept 1, 2022-January 13, 2023

This data includes reports of incidents that allegedly occurred at school or outside of school; the classification of the incident does not determine actual findings or the disposition.

SRO Activity	
	Total
Tobacco / Nicotine	4
Traffic Concerns / Accident	9
Fighting	0
Bullying	7
Sexual Crimes	3
Theft	5
Civil Issues	0
Mental Health	11
Disorderly Behavior	5
Disruptive Behavior	4
Drugs	3
EMS	1
Threats	6
Weapon's Offense	1
Fraud	0
Damage to Property	1
Alcohol Offense	0
Child Abuse / Neglect	0
Trespassing	0
Warrant Arrest	0
Check Welfare	1
Total	61

School	Percentage of Calls
High School	80.33%
Middle School	8.20%
Rome Corners Intermediate School	8.20%
Forest Edge Elementary	0.00%
Prairie View Elementary	0.00%
Netherwood Knoll Elementary	3.28%

Overall Calls for Service	Percent
1.) Disruptive Behavior	6.56%
2.) Drugs	4.92%
2.) Sexual Crimes	4.92%
3.) Threats	9.84%
4.) Disorderly Behavior	8.20%

Disorderly Behavior: Any behavior that did or could have resulted in a citation.

Disruptive Behavior: Student acting out and SRO made contact but behavior did not rise to the level of a possible citation.

**APPENDIX A**  
**SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2022-23**  
**First Semester Progress - February 2023**

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."

**2022-23 Annual Goals. Strategies and Progress For SRO Program**

	Goal	Rationale	Strategies / Success Indicators	Progress
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</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>Record a video introducing the SRO to students at the start of the school year, and at least one other video on a topic of interest to the students, in consultation with In-House Counsel.</p>	<p>For first semester, spent 30% of time engaging in prevention and education and mentorship</p> <p>Mentors three students, one each at OMS, RCI and NKE, and is hoping to mentor an OHS student</p> <p>Completed two videos for OHS students, one introductory video and one on parking lot etiquette and driving rules</p> <p>Completed educational videos for OMS addressing current concerns such as vaping, curfew, and damage to property.</p> <p>Presented in all OHS health classes</p>

		and mentorship. In 2020-21 and 2021-22, the SRO also spent 30%.	Have a table at least monthly in OHS and OMS commons at lunch to meet students, talk about Speak Up Speak Out and answer questions.	<p>Has table tops in the cafeteria at OHS and OMS monthly.</p> <p>Presented with OHS students about DOJ safety manual and legality around search and seizure by law enforcement</p> <p>Presented in OMS classrooms about internet safety and is available for additional classes at educator or administrator request.</p>
2	For the 2022-23 school year, the SRO shall spend at least 60% 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%. In 2021-22, the SRO spent 58%.	<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>During first semester, spent 66% of time building relationships</p> <p>Has attended two OMS connections classes, and is available for additional classes at educator or administrator request.</p> <p>Is visible at drop off and pick up at OHS, OMS, RCI, PVE, and NKE, and makes monthly visits to Forest Edge and BKE.</p> <p>Eats lunch and spends recess with students at RCI</p> <p>Attends athletic events, school dances, and homecoming</p> <p>Attended an event at OASIS to build relationships.</p>
3	Participate in	In the	Participate in District	Completed the equity book

	the District's work around Equity	<p>2020-21 Dane County Youth Survey, 76% of OHS students reported feeling they belong at their school.</p> <p>Educational Equity is one of the District's Five Values. Equity is also part of the OPD's mission statement.</p>	<p>professional development that focuses on equity and offering an inclusive environment for every student.</p> <p>Attend and engage with students at a minimum of one meeting of each of the following groups: Multicultural Student Union at OMS and at OHS; Gay Straight Alliance; and Superintendent's Council. Attend and engage with our student groups as invited.</p> <p>Participate in book study with OHS students</p> <p>Participate in Non-Violent Crisis Intervention training.</p> <p>Complete District-approved training on working with students with disabilities and students with mental health concerns.</p> <p>Complete the appropriate training in the New Educator Pathway for the 2022-23 school year.</p>	<p>study with OHS</p> <p>Completed NVCI training. Is scheduled to attend Youth Mental Health training in April 2023</p> <p>Has offered to attend MSU, BSU and other student group meetings should they feel it would be beneficial</p> <p>Has offered to be a part of the Oregon Equity Network should the group feel that would be beneficial</p>
4	Continue to enhance school safety	Our top priority is school safety.	Review research and present at OSD School Safety meetings regarding best practices to keep schools safe.	<p>Completes monthly safety walk with Director of Safety and Transportation</p> <p>Helped facilitate Safety Table</p>

			<p>Collaborate with district staff, area law enforcement agencies and fire departments to conduct at least one tabletop simulation per school per year.</p> <p>Participate in monthly OSD School Safety meetings.</p> <p>Coordinate safety drills with OSD staff.</p> <p>Conduct monthly perimeter walks at each school with the Director of Transportation &amp; Safety to review and improve safety practices.</p> <p>Continue the collaboration between District leadership, and local, regional and state law enforcement agencies regarding the Speak Up, Speak Out system.</p>	<p>Tops at OHS, RCI, OMS and NKE/PVE, and with District Officer staff regarding building safety and threat response.</p> <p>Present at safety drills for all schools in Village of Oregon</p>
5	Garner feedback about the SRO Program through Student, Staff, Family and Community Engagement	OSD Values include Educational Equity and Strong Family & Community Partnerships.	<p>The following will be directed and implemented by District Leadership:</p> <p>Regularly review SRO activity reports, police contacts, and program data;</p> <p>Conduct focus groups with students, staff, families and the community to gather feedback about the SRO Program;</p>	<p><u>School Resource Officer (SRO)</u> webpage has an email for questions or feedback on the SRO Program.</p> <p>Director of Student Services and Director of Safety and Transportation will meet with students in grades 7-12 and staff in February and March</p> <p>They will also meet with staff that interact with the SRO, such</p>

			<p>Include SRO Program-related questions in the District's student and family surveys; and</p> <p>Implement a direct feedback mechanism about the SRO Program through the SRO page on the OSD website.</p>	<p>as special education, students services and building office staff</p> <p>The District will add questions to the annual survey of families in spring</p> <p>The District will host an informational session with the community this spring</p>
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**School Resource Officer (SRO) Training 2022-23**

<b>Course Name</b>	<b>Hours</b>	<b>Year Attended</b>	<b>Course Description</b>
Campus Safety Training: Introduction to Behavioral Intervention Teams	1	2022	This training is an interactive course that provides an overview of Behavioral Introduction Teams. It identifies the role and purpose of a Behavioral Intervention Team (BIT). Additionally, strategies to implement a BIT in any school will be explored.
Protect Our Youth Online	6	2022	This training is provided by Department of Justice - Internet Crimes Against Children. The topics covered are Multi-level approach to preventing child exploitation, self-generated content and sextortion awareness, and several panel discussions.
An Introduction to SRO Programs	3	2022	The course focuses on the mission of the National Association of School Resource Officers (NASRO) to provide the highest quality of training to school-based law enforcement officers. This program provides an overview of school-based law enforcement programs and illuminates the critical need for further SRO training.
Suburban In-Service Training (Active Shooter)	8	2022	Active Shooter Incident Management (ASIM) training. Conducted table top scenarios of active shooter response involving multiple first responding agencies. Completed skill building movement, stairwells, and room entry/clearing training. Conducted large scale active shooter responses to scenarios created by active shooter instructors.
Suburban In-Service Training (OIS, Firearms, and Defense Tactics)	8	2021	Wisconsin Department of Justice - Division of Criminal Investigation provided a presentation on investigating officer involved shootings. The Wisconsin Professional Police Association (Police Officer Union) spoke about officer involved shootings as well. There was a training module regarding defense tactics (officer override scenarios and interactions with uncooperative individuals) and proficiency shooting for firearms.
The Call: Serving Those with Behavioral and Cognitive Disabilities	1	2022	The Call is 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 best practices for the recognition and response to incidents involving civilians with mental illness. Topics covered include properly assessing the situation, effective communication techniques, active listening, de-escalation and crisis intervention.
Suburban In-Service Training (EVOC)	8	2022	Emergency Vehicle Operation Training (EVOC) completed as part of a bi-annual requirement. Officers are trained and demonstrate emergency vehicle operations in simulated real world scenarios. Officer participated in operations, deploying tire deflation devices and high risk traffic stop scenarios.

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Intoximeter Recertification Training	2	2022	This program is designed to recertify applicants for a permit to operate evidential breath alcohol instrumentation in accordance with Wis. Stat. § 343.305(10)(b).
National Association of School Resource Officers: Basic SRO Course	40	2022	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.
Preventing Problems by Promoting Postive Practices	1	2022	IADLEST Certified and highly-interactive training course advances community policing by further enhancing positive police interactions with students and school personnel in school environments. Participants utilize the SARA problem-solving method of community policing to improve the elements of a positive school climate: school physical and learning environments, relationships, engagement, safety and discipline. Topics cover implicit biases, adolescent behavior, effective discipline, and much more.
Hate Crimes Training for Law Enforcement	1	2022	Hate/bias crimes seriously threaten our democratic society, which is built on the strength of its diversity. These crimes represent a particularly heinous form of physical and/or verbal violence, in which thousands of Americans are victimized each year because of their skin color, ethnicity, religion, gender, or sexual orientation. This course gives an overview of hate crimes based on recent statistics from the FBI.
Anti-Bias Training for Law Enforcement	2	2022	People in cities, suburbs, and towns served by law enforcement are a rich tapestry of races, ethnicities, religions, and cultures. This diverse group of individuals deserves to be treated with kindness, compassion, and respect. Unfortunately, tragedies can result when there is an adversarial relationship or misunderstanding between law enforcement and the community. Recognizing diversity without bias when serving the community will reduce misunderstandings, confusion, and stereotypes while promoting knowledge and awareness for the officer. In this two-hour course, we will explore many effective strategies to help you to connect with the community along with recommendations you can use immediately.

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LGBT Awareness Training	8	2022	The course discusses the difference between sexual orientation and gender identity and how these two aspects of identity relate to each other and to race, culture and religion. The course will define terminology used to describe sexual orientation and gender identity. The course will identify ways to create an inclusive workplace and to support LGBTQ+ co-workers. The course will identify key moments in the LGBTQ+ civil rights movement. The course will understand how hate crimes and domestic violence impact LGBTQ+ people.
Hate Crime Investigations For Law Enforcement	8	2022	This course prepares law enforcement first responders to recognize, document and investigate hate crimes. Students will learn about state and federal hate crime laws, how to support hate crime victims, and hate crimes trends in the United States. The course is inclusive of all hate crime bias motivation types including sexual orientation and gender identity.
Basic Threat Assessment Team Course	8	2022	The Basic Threat Assessment Team course is for school administrators, mental health professionals, security personnel and law enforcement. This course explains why threat assessment is an important part of violence prevention in schools, who should be part of school-based threat assessment team, the investigative themes important in threat assessment, how to determine the severity of the threat, and how to determine the appropriate response to concerning behavior. Attendees will work in small teams to complete tabletop exercises and discuss appropriate outcomes.
School and Youth Based Drug Trends: Weed to OTC Drugs	1	2022	Session will cover current effects of drug use and abuse in our schools and among youth. Organized by Oregon Cares.
Non-violent Crisis Intervention Inservice	6	2022	Non-violent Crisis Intervention Inservice with staff at OSD. Included both in class practical training and online training.

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Course Name	Hours	Year Attended	Course Description
The Role of the SRO in a Mental Health Focused World	2	2022	The Beloit Police Department had one of the first SRO programs in the State of Wisconsin. Sergeant Linder will discuss how the SRO program operates in the Beloit School District and what makes it work. This presentation will cover the following topics: The Beloit Police Department had one of the first SRO programs in the State of Wisconsin. Sergeant Linder will discuss how the SRO program operates in the Beloit School District and what makes it work. This presentation will cover 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.
KnowBe4	0.5	2022	Completed the OSD online scam and ransom training.
Identifying and Preventing Active Shooters and Potentially Violent Students	2	2022	To prevent active shooters and violence from students it is critical for school officials, law enforcement, security, and community stakeholders to possess the knowledge, skills and abilities to identify these individuals and the indicators. As we have all learned, school violence, and especially school shooters, do not operate in a vacuum. This course will provide the indicators leading up to school shooters and shootings. It will also provide a system to recognize, prevent, and interdict such violence. It will instruct the methodology of the I.N.T.E.R.D.I.C.T.™ System for identifying and interdicting school shooters.
Standard Response Protocol Fundamentals with I Love U Guys	1	2022	Raptor Technologies is hosting Standard Response Protocol Fundamentals with I Love You Guys, which is the standard response protocol we use for emergency issues at the Oregon School District. Requested to participate by OHS staff.
Wisconsin DOJ Threat Assessment Training with OSD Staff	4	2023	Joined OSD Staff and completed WI DOJ Threat Assessment training/Refresher on completing threat assessments.
Youth Mental Health First Aid	3.5	Upcoming	Will join OSD staff to complete Youth Mental Health First Aid as part of the continued education programming and new educator pathway training.

# School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
Professional Communication and De-escalation for Youth in Crisis	Not Listed	Upcoming	The training covers best practices for professional communication and de-escalation of youth in crisis. This training includes the key ingredient to establishing open channels of communication with youth by building rapport. Learning how to manage critical situations with skill and confidence because no two emergencies are the same. Knowing how to process a high intensity situation and staying calm while obtaining pertinent information for responders. Additionally, understanding how one can be impacted physically, mentally, and emotionally when responding to crisis with methods for self-care
School Security Measures, Racial Disparities and Implicit Bias	Not Listed	Upcoming	This training will discuss the concept of implicit racial bias and how biases affect decision making, including decisions regarding the implementation of school security measures. It will also discuss ways to counteract implicit racial bias to create more inclusive environments for all students.