

School Resources Officer Program Agreement 2023-24

This School Resource Officer Program Agreement (“SRO Agreement”) is made this 28th day of August, 2023 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 school community members 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;
- e. National Alliance of Mental Health Crisis Intervention Training; and
- f. Other appropriate trainings as mutually agreed upon by the parties.

Program Assessment

12. The School Resource Officer Program will be assessed annually jointly by the District and the Village after the end of the school year unless both parties agree on the need for other meetings. 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. Should the parties not agree on the SRO candidate, either party may terminate the Agreement as provided for in paragraph 21.

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, 2023 and remain effective until August 31, 2024, 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 SRO 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: see below.

Its: District Superintendent

Date: August 28, 2023

Its: see below.

Date: see below.

OREGON SCHOOL DISTRICT

By: see above.

Its: District Superintendent

Date: see above.

VILLAGE OF OREGON

By: 
Phil Van Kampen

Its: Village President

Date: 09.11.2023

SRO AGREEMENT 2022-23
 APPENDIX A
 SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2022-23
 End of the Year Review, August 23, 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 Outcomes For SRO Program

	Goal	Rationale	Strategies / Success Indicators	Outcomes - End of the Year
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</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>Spent 30% of time engaging in prevention and education and mentorship.</p> <p>Mentored three students, one each at OMS, RCI and NKE.</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> <p>Had a table in the cafeteria at</p>

		<p>counseling and mentorship. In 2020-21 and 2021-22, the SRO also spent 30%.</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>	<p>OHS and OMS monthly for Speak Up Speak Out - Also, shared with classes when asked to present.</p> <p>Presented with OHS health students about DOJ safety manual and legality around search and seizure by law enforcement.</p> <p>Presented in OMS health classrooms about internet safety and was available for additional classes at educator or administrator request.</p>
2	<p>For the 2022-23 school year, the SRO shall spend at least 60% of the SRO's time building strong, positive relationships with students.</p>	<p>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>	<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>Spent 66% of time building relationships.</p> <p>Attended two OMS connections classes, and was available for additional classes at educator or administrator request.</p> <p>Was visible at drop off and pick up at OHS, OMS, RCI, PVE, and NKE, and made monthly visits to Forest Edge and BKE.</p> <p>Ate lunch and spent recess with students at RCI.</p> <p>Visited lunches and recesses at all schools in the district weekly.</p> <p>Attended athletic events,</p>

				<p>homecoming, OHS winter dance and OMS school dance.</p> <p>Attended an event at OASIS to build relationships.</p> <p>Used OSD calendar to promote availability and schedule engagements with students/staff.</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.</p> <p>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>Completed two equity book studies with OSD - We Are Not From Here and Symptoms of Being Human.</p> <p>Completed NVCI training.</p> <p>Completed Youth Mental Health training in April 2023.</p> <p>Offered to attend MSU, BSU and other student group meetings upon invitation.</p> <p>Offered to be a part of the Oregon Equity Network upon invitation.</p> <p>Completed the applicable New Educator Professional Development Pathway with OSD Staff.</p>

			Complete the appropriate training in the New Educator Pathway for the 2022-23 school year.	
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 & 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>Completed monthly safety walk with the Director of Safety and Transportation.</p> <p>Completed DOJ Threat Assessment Training with OSD Staff.</p> <p>Helped facilitate Safety Table Tops at OHS, RCI, OMS and NKE/PVE, and with District Office staff regarding building safety and threat response. He attended BKE and FES Safety Table Tops as well.</p> <p>Present at safety drills for all schools in the Village of Oregon and attended those in other jurisdictions.</p> <p>Attended monthly Safety Team meetings of District Staff and Local Police / Fire Departments.</p>
5	Garner feedback	OSD Values include	The following will be directed and implemented by District	In-House Counsel received and reviewed SRO activity reports

	<p>about the SRO Program through Student, Staff, Family and Community Engagement</p>	<p>Educational Equity and Strong Family & Community Partnerships.</p>	<p>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 OSD website.</p>	<p>on a regular basis.</p> <p>Review by the Dane County Youth Justice Court Diversion Program confirmed that youth who identify as BIPOC were underrepresented in school-based referrals from OPD to the DA’s office.</p> <p>Director of Student Services and Director of Safety and Transportation conducted six focus groups with students and staff from each school regarding the SRO program. Feedback was very positive with suggestions incorporated in the goals for 2023-24.</p> <p>On the family survey, 89% of families strongly agreed or agreed it is important to have an SRO.</p> <p>On the student survey, 91% of students said it was “definitely” or “sort of” important to have an SRO.</p> <p>School Resource Officer (SRO) webpage has an email for questions or feedback on the SRO Program. OSD received no feedback from this email.</p>
--	--	---	---	--

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
National Alliance on Mental Health - Crisis Intervention Team Training	40	2015	A Crisis Intervention Team (CIT) program is an innovative, community-based approach to improve the outcomes of these encounters. In over 2,700 communities nationwide, CIT programs create connections between law enforcement, mental health providers, hospital emergency services and individuals with mental illness and their families. Through collaborative community partnerships and intensive training, CIT improves communication, identifies mental health resources for those in crisis and ensures officer and community safety.
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.

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
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 Certification 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 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.

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
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.
LGBTQIA 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 LGBTQIA co-workers. The course will identify key moments in the LGBTQIA civil rights movement. The course will understand how hate crimes and domestic violence impact LGBTQIA 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.

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
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.
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	2023	Will join OSD staff to complete Youth Mental Health First Aid as part of the continued education programming and new educator pathway training.

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
Professional Communication and De-escalation for Youth in Crisis	2	2023	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	2	2023	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.
Stop The Bleed Training	2	2023	This was an informational course designed to educate participants on providing care to injured persons in a serious matter. I was provided training to ensure that I can instruct in this discipline. This is a training that goes along with the kits we have in our
Deaf Unity Training for Dane County	2	2023	Attended local advocacy training for deaf/hard of hearing individuals in which best practises and resources were provided.
Active Threat Training	8	2023	This training covers police response to an active shooter threat. The training entails such topics as tactical positioning, movement, communication and utilizing other resources such as EMS and Dane County Communications. Realistic scenarios are provided to help ensure the training is realistic, challenging, and successful.
DEA Informational Training	0.5	2023	ORPD provided information relative to fentanyl which included information, resources for youth/parents and safety procedures.
Suburban In-Service Training	8	2023	Bi-annual area inservice training for active threats and active threat response protocol.
Internal Training on Pursuits	2	2023	Completed an online webinar about pursuit safety and statistics about pursuits.
Child Abuse: From Suspicion to Disclosure	7	To be completed	Course is designed to aid victims of child abuse in the initial phases of a case, after a concern has been identified. Develops basic skills and techniques necessary to engage a child in such way as to minimize suggestibility, but still provide support, beyond what is taught in a first responder training.

Appendix B
School Resource Officer (SRO) Training 2022-23

Course Name	Hours	Year Attended	Course Description
The Medical Evaluation of Bruises in Children	1.5	To be completed	This course is designed to teach how to identify bruises associated with childhood injury and accidents. The course is an in depth information on bruises and what are most concerning in regards to bruising.
Sextortion Awareness and Prevention	1.5	To be completed	Informational course by ICAC around the topic of Sextortion scams, which are typically geared toward youth and can lead to serious impacts on youth both financially and mental health wise. These threats can cause shame, fear, confusion and have led some victims to suicidal behaviors.
Trauma Informed Schools	3	First year to be completed August 31, 2023 with OSD staff	Built on the Seven Essential Ingredients of Trauma Informed Care framework, this multi-year training will infuse schools with the core values of safety, trust, and collaboration. It acknowledges the prevalence of trauma exposure among students and empowers educators to recognize common (and hidden) barriers to learning. In year one, all school staff will engage in learning around the basics of trauma, its prevalence, and its impact.

APPENDIX A
SCHOOL RESOURCE OFFICER (SRO) STRATEGIC PLANNING 2023-24

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.”

2023-24 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>The United States Secret Service and United States Department of Education provide recommendations for eliminating the type of school culture that would foster threats of violence. They recommend that schools foster a culture of respect by offering positive role models, encouraging communication between adults and children, and mediating conflict constructively.</p> <p>COMPREHENSIVE SCHOOL SECURITY FRAMEWORK</p> <p>For the past 4 years, approximately 30% of the SRO's time was spent engaging in prevention, education, informal counseling and mentorship.</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>
2	For the 2023-24	The WI DOJ recommends: “The SRO should strive to build	Eat lunch and engage with students at RCI, OMS and OHS at least once a week.

	<p>school year, the SRO shall spend at least 65% of the SRO's time building strong, positive relationships with students.</p>	<p>trusting relationships and make students feel connected and supported; be a trusted adult that students can go to when they or others are in crisis; be a visible, established presence in the school; minimize tolerance for bullying; encourage nonviolent conflict resolution; and provide campus safety-related training.</p> <p>COMPREHENSIVE SCHOOL SECURITY FRAMEWORK</p> <p>For the past 4 years, the SRO has increased time spent building relationships from 26% - 66%.</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>Attend at least one Athletic event each in fall, winter and spring seasons, and engage with students and their families.</p> <p>Attend an assembly at each school K-8 to introduce himself, explain his role and how to contact him.</p> <p>Present on Panther Press about himself, his role and how to contact him.</p>
3	<p>Participate in the District's work around Equity</p>	<p>In the 2022-23 School Perceptions Survey, 83.4% of students reported they definitely or sort of "can be myself at 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 all equity and inclusion based professional development with OHS staff.</p> <p>Complete first year of Trauma Informed School training with OSD staff.</p> <p>Complete the restorative practices training with OSD staff.</p>
4	<p>Continue to enhance school safety</p>	<p>Our top priority is school safety.</p> <p>In the 2022-23 School Perceptions Survey, 91.7% of students reported they definitely or sort of felt safe at school.</p> <p>Anonymous reporting systems are</p>	<p>Collaborate with district staff, area law enforcement agencies and fire departments to conduct at least two tabletop simulations per school per year.</p> <p>Coordinate and attend safety drills with OSD staff.</p>

		<p>associated with fewer school-based violent behaviors and have the strongest effect compared to any other type of prevention strategy. Full article: <i>The Effectiveness of the Say-Something Anonymous Reporting System in Preventing School Violence: A Cluster Randomized Control Trial in 19 Middle Schools</i></p> <p>Researchers have found that school teams have been able to resolve thousands of student threats with no serious acts of violence, yet permitting the majority of students to return to school. Controlled studies have found that schools using this approach can reduce the use of school suspension and improve student and teacher perceptions of school climate. Threat Assessment as a School Violence Prevention Strategy Office of Justice Programs</p>	<p>Prepare video for students about the Speak Up, Speak Out system for OHS and OMS live.</p> <p>Participate in Behavioral Threat Assessment and Management Teams and continue DOJ trainings with school staff.</p> <p>Review research and present at OSD School Safety meetings regarding best practices to keep schools safe.</p>
7	Collect feedback about the SRO Program from our school community.	OSD values include Educational Equity and Strong Family and Community Partnerships.	<p>Share weekly reports with In-House Counsel who will review to ensure compliance with Agreement and OSD Values.</p> <p>Include safety and SRO Program-related questions in the District’s student, family and staff surveys.</p> <p>Have one community engagement session to gather feedback from our school</p>

			<p>community about the SRO Program.</p> <p>Develop a piece for school newsletters about the SRO, his role and how to provide feedback.</p>
--	--	--	--