SRO Meet and Greet
Tualatin High School

Hosted by:

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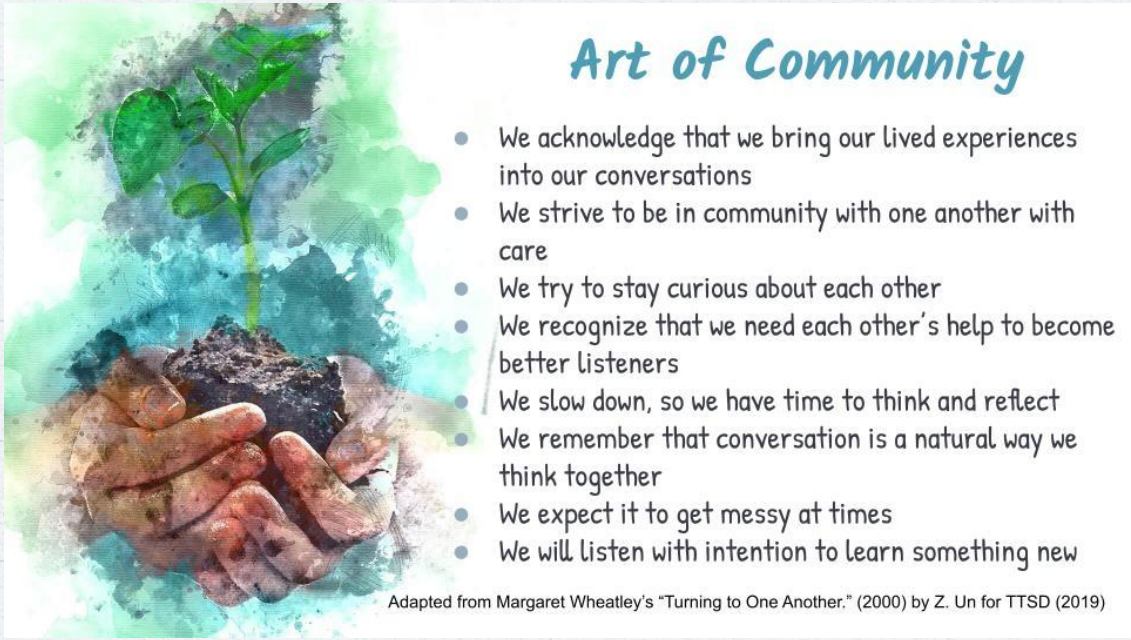
Our Time Together

- ✘ Introductions of SROs
- ✘ New Scope of Work
- ✘ Q&A

Introductions, Lens, & Commitment to Community

Prompt:

Introduce yourself and what lens you bring to this community and what you commit to as we collectively do this work.



Meet Tualatins SRO's



Officer Brian Miller
TUHS



Officer Kevin Miller
TUHS

New Scope of Work and Point Person(s)

Theme	Objective	Actions/Activities	Measurements	Person(s) Responsible
Relationship Development (Focal Communities i.e. communities of color, students with disabilities, students in foster care, and students navigating basic needs insecurities)	Understand perspectives or experiences of historically underserved communities about School Resource Officers.	Participate in Town Halls with various stakeholders staff, students, families, and community members	Post Event Surveys including Likert Scale Measures, Open-ended questions, and Focus group insights	**Zinnia,** Jarvis, Stace
		Host Round Table Discussions	Artifacts from discussion Themes and questions, attendance	**Jarvis,** Zinnia, Stace
		Participate in Affinity and Alliance community nights as invited by various groups and readiness	Invitations from Affinity and Alliance groups, retroactive reflections (ie. at first I thought, now I think…; something new I learned that I didn't know was)	**Zinnia,** Jarvis, Stace
	Humanizing relations between community and School Resource Officers	SROs participate in activities such as staff meetings, staff circles, equity groups alongside staff.	Attendance and participation, reflection opportunities post events or professional learning	**Jarvis**

New Scope of Work and Point Person(s)

Theme	Objective	Actions/Activities	Measurements	Person(s) Responsible
Communication and Transparency	Clear understanding of SRO role in the broader district as well as local schools	District and Building Level Newsletters, Welcome Back address, Website and Posting profiles of SROs on webpage and help documenting work and contact information that is easily accessible Local community website will include the SRO profile and information about work throughout the year	Quarterly Review of Communications	**Zinnia/Jarvis & Traci Rose**
	Schools would understand the new scope of work and objectives of our SRO partnership	In partnership with local administrators and district administrators holding space to share new focus and scope of work and reporting progress quarterly and annually	Presentations Annual Reports from Police Departments	**Jarvis/Stace**

New Scope of Work and Point Person(s)

Theme	Objective	Actions/Activities	Measurements	Person(s) Responsible
Address Impact of Uniform and Gear	Listen to the impact of the uniform and perceived militarized gear.	As part of the relationship development work, SROs and Administrators will listen to communities about the impact of uniform and gear. The impact of security and police officers in the schools and using that feedback to proactively develop professional development opportunities jointly with deans, administrators, security, and SROs	Summary of Themes and Professional development plans that include feedback and themes as part of a responsive system that centers our historically underserved students.	**Jarvis/Stace**
	Share the information about the "Why" of the uniform and come to clear feedback loops	Police department and SROs will share the historical timeline and evolution of uniform and gear. Work to consider adjustments aligned to feedback and related to context.	Retroactive reflections (ie. at first I thought, now I think…; something new I learned that I didn't know was); Culture and Climate Surveys Examples of times when SROs were flexible with uniform and attire when participating in conversations with students and families	**Jarvis/Stace**

New Scope of Work and Point Person(s)

Theme	Objective	Actions/Activities	Measurements	Person(s) Responsible
Health and Safety	Utilize SROs knowledge about health and safety topics as a resource for staff/students/families	Educational process about drugs and alcohol, the effects of these things. SRO and collaborated effort for others.	Surveys, Focus groups with affinity and alliance groups about what families want to hear about	**Zinnia/Jarvis**
	SROs working with school staff to ensure safety on school campus	Participate in School and district level safety teams	Artifacts: Local and district Safety plans	**Jarvis & Stace**
	Ensure that schools are a place where students, staff, and parents all feel safe and foster the opportunity to increase student outcomes that keeps our community whole.	SROs and Security will participate in circle work and restorative practices to build a climate and culture that centers relationship, repair, and healing	Culture and Climate Surveys; Focus groups, and retroactive reflection exercises and documentation	**Zinnia/Jarvis**
	Work to better understand the historical and current socio-political contexts that shape the experiences of staff, students, and families of color	School and district administrators, deans, SROs and the Juvenile Justice Partners will work to develop and support community learning opportunities about the current state of our safety and health concerns for youth and broader Tigard and Tualatin communities	Information sessions, data and collaboration efforts included in SRO reports and School Community Communications	**Jarvis &** Zinnia

New Scope of Work and Point Person(s)

Theme	Objective	Actions/Activities	Measurements	Person(s) Responsible
Professional Development	Collaborate and engage in cross organizational professional learning to ensure up to date research based practices	Participate in training that centers positive relationship development, school safety, and prevention programs.	Include new research and information in annual continuous improvement plans	**Jarvis**
	Collaborate and engage in cross departmental alignment and partnership to ensure efforts are reinforcing the collective mission of prevention and that responses to incidents are culturally and community responsive	Participate in school systems discussions and school discipline, **centering restorative practices and keeping SROs roles centered on relationships** Review and analyze Incident Response Systems and clearly state SROs role or absence from process	Incident Response Process Document Discipline Response Flowchart	**Zinnia/Jarvis**
	Ensure SROs, security, deans, and administrators are trained in the area of Equity, Traum-informed practices, anti-racist/anti-bias, and restorative practices	Participate in trainings around Equity, Trauma informed practices, anti-bias and anti-racist training, and restorative practices	Attendance, Reflections, and Post training surveys	**Zinnia/Jarvis**

Q & A

- As you interact with multiple students, what would you like them to know about you, or your interest?
- How would you describe the role of SROs right now?
- What training do SROs receive in terms of equity and cultural awareness for the parents and families you interact with?
- Can you you describe a moment you have been most proud of while serving the school community?
- What would you say to a student, family, or staff member that feels intimidated or unsafe by your presence and what appears to be “militarized” gear you carry.

Q & A

- What have your days looked like since being back in schools this fall?
- What part of the new structure are you most excited about?
- In what ways can you build positive relationships with students?
- How do you think the school communities can better understand the work that you do?
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Thank You For Your Time

Any follow up or questions about the process contact TTSD directors

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