

School District of Manawa

Special Board of Education Meeting Agenda
December 16, 2019



1. Call to Order – President Johnson – **5:00 p.m. at Manawa City Hall -**
Large Meeting Room, 500 South Bridge Street, Manawa
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Unfinished Business:
 - a. Preliminary Discussion: Regarding Establishing a SDM School Resource Officer Program
6. Adjourn and Reconvene in the Board Room at 800 Beech St., for a Meal for the Board of Education Prior to the Start of the Regular Board of Education Meeting at 7:00 p.m. The Board Will Not Conduct any Governmental Business During the Meal.

PLEASE NOTE: Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible.

Full Time Police Officer Cost 2020

<u>Total Employer Pays a Year</u>		(Officers are on a 6 month step schedule for 18 months)
Police officer wages		\$ 36,920.00 17.75 per hour (Does not include overtime)
Retirement		\$ 4,629.76
Health Ins	Family	\$ 20,841.60
	Single	\$ 8,478.12
Dental	Single	\$ 329.04
	Single+Family	\$ 996.72
	Single+Spouse	\$ 658.56
Life Ins		\$ 44.40
SS/MED		\$ 2,824.38

Employer pays 88% for Health and Dental premium

Employer pays 12.54% and Employee pays 6.75% for Retirement

Employer pays 7.65% for SS/MED

Clothing cost varies for each officer

Costs for an employee with family \$ 66,256.86

Costs for a single employee \$ 53,225.70

Police Officer Cost

Total Employer Pays a Year

Police officer wages		\$	36,920.00
Retirement		\$	4,253.18
Health Ins	Family	\$	19,326.48
	Single	\$	7,860.84
Dental	Single	\$	329.04
	Single+Family	\$	996.72
	Single+Spouse	\$	658.56
Life Ins		\$	44.40

Employer pays 88% for Health and Dental premium

Employer pays 11.52% and Employee pays 6.55% for Retirement

Costs for an employee with family \$ 61,540.78

Costs for a single employee \$ 49,407.46

Logan Hass, City Clerk/Treasurer

Prorated Police Officer Costs

	Salary	Per Hour (2080 hours)	Per Day (260 days)				
Family	\$66,256.86	\$31.85	\$254.83				
Single	\$53,225.70	\$25.59	\$204.71				
	Salary	Number of Hours	Number of Days	Hours per Week	Number Weeks per Year	Cost (incr. to mill rate)	Increase to \$100,000 home
100%							
Family	\$66,256.86	2080	260	40	52	0.176	\$176.00
Single	\$53,225.70					0.142	\$142.00
70%							
Family	\$46,379.80	1456	182	40.44	36	0.124	\$124.00
Single	\$37,257.99					0.099	\$99.00
50%							
Family	\$33,128.43	1040	130	28.89	36	0.088	\$88.00
Single	\$26,612.85					0.071	\$71.00
20%							
Family	\$13,251.37	416	52	11.56	36	0.036	\$36.00
Single	\$10,645.14					0.029	\$29.00
1 day per week							
Family	\$9,174.03	288	36	8	36	0.025	\$25.00
Single	\$7,369.71					0.020	\$20.00
2 days per week							
Family	\$18,348.05	576	72	16	36	0.049	\$49.00
Single	\$14,739.42					0.040	\$40.00
3 days per week							
Family	\$27,522.08	864	108	24	36	0.074	\$74.00
Single	\$22,109.14					0.059	\$59.00

December 4, 2019

Dear District Administrators:

I am alarmed and saddened by news of the recent school shooting incidents in Waukesha and Oshkosh, in addition to a number of school threats around the state. No words can express the anxiety and worry our parents, students, and staff feel following incidents like these.

I am writing to remind you of the supports and resources related to school and student safety, which the Department of Public Instruction (DPI) provides:

- digital materials on the [Safe Schools](#) webpage include emergency management planning tools, a crisis communications kit, and an [assessment tool](#) for identifying gaps and strengths in your violence prevention program, and
- information on the use of [School Resource Officers](#), including a [best practices guide](#).

Related frameworks, guidance, and resources offered by DPI's Student Services/Prevention and Wellness team include [suicide prevention](#), [social and emotional learning](#), [trauma sensitive schools](#), and [school mental health systems](#).

Also, the Wisconsin Safe and Healthy (WISH) Schools Training and Technical Assistance Center can help you implement programs to address mental health challenges and promote school safety. The WISH Center can be reached at (608) 786-4838.

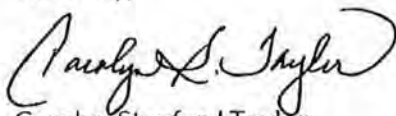
Other helpful resources include:

- the Wisconsin Department of Justice's [Office of School Safety](#),
- the National Association of School Psychologists' ["Talking To Children about School Violence" tip sheet](#) for parents and teachers and [School Safety Teachable Moment](#) sample lesson plan, and
- a [developmental approach to talking about school violence](#), published by NBC's *Today*.

Please contact Brian Dean, DPI's education consultant, at brian.dean@dpi.wi.gov or (608) 266-8960 if you have questions regarding school safety and the resources mentioned above.

Thank you for all you do to ensure your students and staff are safe, supported, and successful.

Sincerely,



Carolyn Stanford Taylor
State Superintendent

CST:bt

Best Practices for School Resource Officer Programs

As school districts and law enforcement agencies throughout the state of Wisconsin enter into and renew contracts for School Resource Officer Programs, there is a critical balance that school administrators and law enforcement agencies must achieve so that each party receives necessary support and training, and the presence of School Resource Officers (SROs) in school buildings does not result in unnecessary contact with the criminal justice system. School administrators and SROs strive to provide an educational environment centered around student learning and safety. In their dual roles, SROs serve school districts and the greater community. SROs have the challenge of balancing competing interests because they may be called to serve in a law enforcement or SRO capacity during the school day. However, their role as a SRO differs from their role in law enforcement. As a SRO, their focus is also on providing redirection and guidance, and engaging in educational and relationship building activities. The fluid nature of these roles may contribute to confusion about roles and responsibilities. For this reason, the Wisconsin Department of Public Instruction and the Wisconsin Department of Justice have developed a joint model of best practices. The model is based on factors stakeholders should consider when entering into this type of partnership. Stakeholders include students, families, law enforcement, school staff, and community partners. The following information is not legal advice and only serves as guidance for School Resource Officer Programs.

Role of a School Resource Officer

Stakeholders are encouraged to:

1. Use a root cause analysis to identify if a Student Resource Officer Program is needed in a school, and if so, for what purpose. This should be determined before a program is developed.
2. Identify the knowledge, skill, and disposition criteria for SRO candidates, and obtain input from stakeholders during the selection process.
3. Discuss and define the role and responsibilities of SROs through a collaborative process.
4. Identify under what circumstances a SRO will respond to an incident involving a student.
 - a. It is essential that both parties are able to distinguish between disciplinary misconduct, which is typically handled by school administrators, and illegal conduct, which may be handled by law enforcement.
 - b. To the extent possible, SROs should not be used to enforce student discipline.
 - c. While it may be necessary for a SRO to get involved in an incident, it does not mean infractions must result in tickets and/or being taken into custody.

5. Distinguish between the role of a SRO from the role of a school security officer if both work in the same building.
6. Develop an organizational chart to identify how the work of SROs and school administrators are aligned in relation to other positions within both agencies.
7. Identify the school property within the control of a SRO.
8. Identify the community outreach and educational components of the SRO's role.

Training

Stakeholders are encouraged to:

1. Identify who will receive training.
 - a. School staff (such as administrators, teachers, and pupil service staff) and SROs should receive training to increase their level of competency. To the extent possible, collaborative training is encouraged and efforts should be made to ensure training is a supplement rather than a repeat of what they already know.
2. Identify the content of the training. These areas may include, but are not limited to:
 - a. school values and mission
 - b. child and adolescent development
 - c. cultural competency
 - d. federal and state disability, anti-discrimination, and special education laws
 - e. seclusion and restraint policies
 - f. positive behavioral supports, strategies and interventions
 - g. restorative justice practices
 - h. trauma informed practices
 - i. de-escalation strategies
 - j. the responsibilities of SROs/law enforcement as told by them and shared with school administrators
 - k. mental health
 - l. AODA
 - m. mandatory reporting
3. Identify the minimum number of hours, frequency, and other requirements needed to complete training.

4. Identify resources available to SROs and school staff, some of which may be from state and national organizations that facilitate professional development opportunities.
5. Identify what content school staff and SROs are expected to know or be able to do at the conclusion of their training.

Accountability

Stakeholders are encouraged to:

1. Maintain regular and frequent communication, especially between school administrators and SROs.
2. Identify building-level and/or district-level contacts for SROs, as well as law enforcement agency contacts for school administrators.
3. Identify how school administrators will provide support and oversight to the SRO program.
4. Discuss the expectations that SROs and school administrators have of one another.
5. Identify how the performance of SRO programs will be evaluated, by whom, and how often.
6. Identify how data will be used to inform any evaluations.
7. Identify the process someone may take to file a formal complaint against a SRO.

Data

1. The SRO program is encouraged to collect, maintain, and share data as requested on the following:
 - a. The number of students arrested or ticketed by a SRO or other member of law enforcement on school property. That information may include the:
 - i. Type of offense and if the case was referred for charging.
 - ii. Demographic data such as the student's age, gender, race, disability if known, and name of school.
 - b. Information on the daily interactions a SRO has with students and school staff.
 - i. The data should capture activities that describe what a SRO does on a typical day. This information may be used to evaluate programming.
 - c. Results of school and community climate surveys that contain questions related to the SRO program.

2. The SRO program should identify the system, which will be utilized to document and share information.

Memoranda of Understanding (MOU)

Please refer to the *'Model of Memorandum of Understanding for School Resource Officer Program'* document for further guidance.

1. Determine who will be a part of drafting the document.
2. The MOU should be in place before a SRO works in a school building.
3. The MOU should be reviewed on at least an annual basis.

Local Implementation Rubric

What is the SECURE Local Implementation Rubric?

The U.S. Departments of Education (ED) and Justice (DOJ) have designed the **SECURE Local Implementation Rubric** to help **school districts, schools, and law enforcement agencies** determine the type of school-police partnership that will be most effective in their community and, where appropriate, to incorporate school-based law enforcement officers, commonly referred to as school resource officers (SROs), into the school learning environment. This rubric includes **five suggested action steps** to ensure safe school-based enforcement through collaboration, understanding, and respect within a community's schools. Each action step below is based on research and evidence and reflects examples of existing school and law enforcement partnerships across the country.

How do school districts and local law enforcement agencies use the SECURE Local Implementation Rubric?

Jurisdictions can use the **Checklist to Start** for implementing *new* school-police partnerships; *or*, if they have a school-police partnership, as a checklist to assess their existing program. The **Checklist to Improve** is for improving *existing* partnerships for responsible and innovative school safety management practices that include the presence of SROs in schools. The **Checklist to Improve** can also be used by jurisdictions with *new* school-police partnerships after they complete the steps in the **Checklist to Start**.

Who should use the SECURE Local Implementation Rubric?

This SECURE Rubric can be used by the school district and local law enforcement officials (including sheriffs, deputies, heads of policy departments, SRO chiefs, and organizations representing SROs) responsible for crafting, implementing, evaluating, and improving memoranda of understanding (MOUs) that explicitly articulate the role of law enforcement and school resource officers (SROs) in schools. As appropriate, this rubric may be of assistance to local school board members, superintendents, assistant superintendents, principals, and vice/assistant principals.

What are the SECURE Rubric Action Steps?

The **SECURE Rubric** includes five common-sense action steps that can help ensure that SROs are incorporated responsibly into school learning environments. These action steps are:

1. Create sustainable partnerships and formalize MOUs among school districts, local law enforcement agencies,¹ juvenile justice entities, and civil rights and community stakeholders.
2. Ensure that MOUs meet constitutional and statutory civil rights requirements.²
3. Recruit and hire effective SROs and school personnel.
4. Keep your SROs and school personnel well trained.
5. Continually evaluate SROs and school personnel, and recognize good performance.



Local Implementation Rubric

Disclaimer

This rubric is not an endorsement of any law or written agreement. These action steps and recommended activities are provided for the user's convenience and do not necessarily reflect the positions or policies of ED or DOJ. Neither ED nor DOJ controls or guarantees the accuracy, relevance, timeliness, or completeness of any outside information. All school district and law enforcement officials and policymakers should also seek independent guidance to ensure that any proposed legislation or policy is consistent with all applicable Federal and State laws.

¹These entities include those representing judges, prosecutors, public defenders and civil legal aid partners, probation officers, and relevant social service agencies.

²Including Federal, State, and local prohibitions on discrimination on the basis of race, color, national origin, language status, religion, sex, sexual orientation, and disability; on the use of excessive force; and on improper searches, seizures, or interrogations.



Local Implementation Rubric – Action Step #1

CHECKLIST TO START

CHECKLIST TO IMPROVE

ACTION STEP

Use the following checklists when implementing new school-law enforcement partnerships.

Use the following checklists when improving existing school-law enforcement partnerships.

Create sustainable partnerships and formalize MOUs among school districts, local law enforcement agencies, juvenile justice entities, and civil rights and community stakeholders.

- Measure student, family, school staff, and community experience of school safety and law enforcement presence to gauge your starting place.
 - Consider available data on discipline incidents, ticketing, arrests, and school perception.
 - Use relevant data from mandated collections, including state and district accountability data as well as the US Department of Education’s Civil Rights Data Collection.
- Find resources on best practices for school-law enforcement partnerships.
- Draft an MOU together with stakeholder groups to develop a sustainable and regularly-reviewed partnership:
 - Collect and adapt exemplar MOUs from existing school-law enforcement partnerships from across the country to suit local needs.
 - Make language applicable and accessible to all audiences (including students, families, school staff).
 - Include language that explicitly prohibits SROs from involvement in enforcing school codes of conduct or engaging school discipline, and clarify their role to ensure safety and security.
 - Identify needs and local concerns in the MOU as demonstrated by local data.

- Use data to assess the effectiveness of existing partnerships and MOUs.
 - Consider available disaggregated data on discipline incidents, ticketing, arrests, and school perception, as well as number and percentage of sworn legal officers in schools.
 - Use relevant data from mandated collections, including state and district accountability data as well as the US Department of Education’s Civil Rights Data Collection.
- Establish a regular timeline to evaluate and revise MOUs to reflect changes in local needs and concerns:
 - Involve school administrators, educators, local law enforcement, students, parents and families, and other stakeholders during MOU revision process.
 - Share MOUs with colleagues in other communities for feedback and information on best practices.
 - Share MOUs with State and local officials to inform policy related to SROs in schools.
 - Provide school administrators and SROs with up-to-date copies of MOU agreements and discuss implementation strategies within the context of school environments.



Local Implementation Rubric – Action Step #2

CHECKLIST TO START

CHECKLIST TO IMPROVE

ACTION STEP

Use the following checklists when implementing new school-law enforcement partnerships.

Use the following checklists when improving existing school-law enforcement partnerships.

Ensure that MOUs meet constitutional and statutory civil rights requirements.

- Incorporate Federal and State constitutional requirements, including legal requirements relating to searches, seizures, uses of force, and interrogations.
- Incorporate the requirements of Federal, State, and local civil rights statutes, including those prohibiting race, color, national origin, language status, disability, religion, and sex discrimination.
- Gather, organize, and present data on law enforcement practices (including searches, seizures, citations, ticketing, arrests, use of force, interrogations, court referrals, alleged student misconduct leading to law enforcement practices, etc.).³
- Disaggregate the data by race, ethnicity, age, sex, type of offense, English learner (EL) status, and disability status.
- Include a mechanism to receive complaints about discrimination and other input from parents and students, and to gather information about the complainants' race, age, sex, EL status, and disability status.

- Establish a process for regularly collecting and analyzing data (including searches, seizures, citations, ticketing, arrests, use of force, interrogations, court referrals, alleged student misconduct leading to law enforcement practices, etc.).
- Use this data to regularly evaluate and revise policies if information indicates that a school-based law enforcement program is being carried out in a manner that is inconsistent with Federal and State constitutions, civil rights laws, and applicable privacy laws.
- Involve stakeholder groups to design and implement a plan of action to address constitutional, privacy, or civil rights-related concerns.

³ Refer to U.S. Department of Education, FERPA Frequently Asked Questions: "[Sharing information with School Law Enforcement Units and School Resource Officers.](#)"



Local Implementation Rubric – Action Step #3

CHECKLIST TO START

ACTION STEP

Use the following checklists when implementing new school-law enforcement partnerships.

CHECKLIST TO IMPROVE

Use the following checklists when improving existing school-law enforcement partnerships.

Recruit and hire effective SROs and school personnel.

- Draft and publish hiring guidelines for SROs with input from students, parents and families, and community stakeholders, potentially including the following:
 - Ability to work effectively with students, parents, teachers, and school administrators
 - An understanding of the importance of diversion programs and alternatives to arrest
 - Respect for youth and families of all backgrounds and cultures
 - An understanding of developmentally appropriate, trauma-informed practices for interacting with youth
 - Consideration of the applicant’s past discipline and legal history
 - Strong interpersonal communication skills
 - Strong public speaking ability
 - Effective law-related teaching and mentoring skills
 - Minimum years of experience
 - An interest in promoting and enriching the lives of youth
 - Knowledge of the specific needs and local concerns of the community
- Include interviews by school staff, students, parents and families, community stakeholders, and youth development experts.

- Establish a regular timeline to review and update SRO hiring guidelines.
- Maintain an onboarding / training program for new SROs in which they are mentored by experienced SROs on topics including:
 - Constitutional and civil rights
 - Childhood and adolescent development
 - Age-appropriate responses to student conduct
 - Disability and special education issues
 - Conflict resolution and de-escalation techniques
 - Bias-free policing, including implicit bias and cultural competence
 - Responses to trauma
 - Restorative justice techniques
 - Interacting with specific student groups such as those with disabilities or limited English proficiency or who are lesbian, gay, bisexual, or transgender (LGBT)
- Regularly review performance using SRO-specific rating instruments to ensure a good fit between SROs and particular schools.



Local Implementation Rubric – Action Step #4

CHECKLIST TO START

ACTION STEP

Use the following checklists when implementing new school-law enforcement partnerships.

- Include language in the MOU on ongoing training needs and plans for both SROs and school staff, and incorporate joint training of SROs and school staff as appropriate.
- Develop an ongoing training and refresh program that covers the topics listed in the onboarding training list in step #3.
 - Other topics can include: use of force that reflects differences in strength and physical vulnerabilities of youth, limited appropriate use of handcuffs in a school setting, consequences of student involvement in the criminal and juvenile justice system, and all available alternatives to arrest.
- Train school personnel not to call upon SROs to address non-violent or non-threatening behavior by using less punitive methods such as restorative justice or using the student code of conduct.
- Train SROs to exercise discretion to minimize arrests for minor misbehaviors and use all available diversion programs and other alternatives to arrest.
- Solicit SRO input in the development of training materials to prevent unnecessary arrests of students involved in minor school-based offenses.

CHECKLIST TO IMPROVE

Use the following checklists when improving existing school-law enforcement partnerships.

- Establish a schedule to regularly review current data with SROs and school staff, including analysis on suspensions, expulsions, and arrests, which may indicate there are civil rights concerns where disproportionality exists (particularly for students of color and students with disabilities).
- Establish a schedule to regularly solicit the input of SROs and school staff on effective training for preventing unnecessary arrests for minor, non-crisis disciplinary incidents.
- Establish a schedule to regularly incorporate SRO and educator input on local best practices into SRO training manuals and staff handbooks on professional practice.
- Involve SROs in school life activities designed to improve trust and relationship building between SROs, students, families, and staff.
- Incorporate real-life simulations in SRO and staff training to provide opportunities for practice in the effective de-escalation of non-crisis disciplinary incidents to prevent unnecessary arrests in schools.

Keep your SROs and school personnel well trained.



Local Implementation Rubric – Action Step #5

CHECKLIST TO START

CHECKLIST TO IMPROVE

ACTION STEP

Use the following checklists when implementing new school-law enforcement partnerships.

Use the following checklists when improving existing school-law enforcement partnerships.

Continually evaluate SROs and school personnel, and recognize good performance.

- Design a comprehensive performance evaluation and recognition system (including a regular performance schedule that is appropriate and made clear throughout the hiring process and onboarding) that maps to trainings provided and capabilities you expect staff to demonstrate, and is conducted by experienced and qualified professionals.
- Evaluate ability to de-escalate and use alternative disciplinary actions to prevent citations, ticketing, and arrests.
- Create a mechanism to collect feedback from students, families, and peers, and other school staff for SRO and school staff evaluations.

- Incorporate research on positive youth development and safe and supportive learning environments in all evaluation and support systems.



Model Memorandum of Understanding for School Resources Officer Program

The purpose of this document 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 agree that an effective School Resource Officer Program defines the role of the School Resource Officer (SRO): within the context of the educational mission of the school; distinctions between disciplinary misconduct to be handled by school officials, and criminal offenses to be handled by law enforcement; information sharing; School Resource Officer training requirements; program assessment; and program structure;

The School Resource Officer's receive the necessary support and training to ensure a safe school environment while respecting the rights of students and improving the overall school climate;

The signatories agree to the following:

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

1. The mission of the School Resource Officer program is to improve school safety and the educational climate at the school.
2. School Resource Officers are responsible for dealing with criminal law issues, not to enforce school discipline or punish students.
3. The SRO shall meet with building-level school administrators, teachers, parents, and student representatives at least annually to discuss issues of school safety.
4. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate.
5. The SRO shall maintain activity reports and submit summaries of these reports to building-level school administrators, district-level school administrators, and the relevant law enforcement agency. The summaries shall include, for each SRO, the numbers and descriptions of all incidents or calls for service; names of school officials involved (referring teachers, principals, etc.); student searches; student questioning; tickets, citations, or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrests, and other referrals to the juvenile justice system.
6. Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building-level school administrators shall have final authority in the building.

7. Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including: disturbance/disruption of schools or public assembly; loitering; profanity; and fighting that does not involve physical injury or weapon, shall 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 criminal citation, ticket, summon, or filing of delinquency petition).
8. Students shall not be taken into custody at school, except where a child poses a real and immediate threat to student, teacher, or public safety or pursuant to a warrant.
 - a. School principals shall be consulted prior to a student being taken into custody where practicable.
 - b. The student's parent or guardian shall be notified of a child being taken into custody as soon as practicable.

Information Sharing

9. The school 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 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. A 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.
10. Records created and maintained by a 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 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. Training topics, goals, and objectives shall be determined jointly by representatives of the school and the law enforcement agency. Training shall be provided in the following areas:
 - a. *[Insert language here regarding specific training topics]*

Training topics to consider may include: school values and mission; child and adolescent development; cultural competency; positive behavioral supports, strategies, and interventions; federal and state anti-discrimination and special education laws; the provisions of Wisconsin law pertaining to the use of seclusion and restraint by school personnel; trauma informed practices; de-escalation techniques; compulsory attendance; suicide prevention; and school mental health.

Program Assessment

12. The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the _____ Police Department and _____ Public Schools. The following areas will be used to evaluate the program:
 - a. Success of established goals and objectives.
 - b. Police-citizen contacts (citations, arrests, community and school outreach activities, etc.).
 - c. Community feedback.
 - d. Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the principal.

Structure and Funding for School Resource Officer Program

13. *[Insert language here on how program will be funded]*
14. *[Insert language here on the terms of the SROs employment]*
15. *[Insert language here on the funding of the SROs equipment and training]*
16. *[Insert language here on the chain of command for the SRO]*
17. *[Insert language here on SRO duty stations and hours of duty]*

Duration

18. This memorandum of understanding shall become effective immediately upon execution by signature and remain effective until _____, whereupon it must be reviewed annually by all signatories or their successors before being renewed.

19. A signatory 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 School Resource Officers at _____ Public Schools.

Signed on the _____ of _____, 20__

Superintendent

Representative of Law Enforcement Agency



Safe School-based Enforcement through Collaboration, Understanding, and Respect

SECURE

State and Local Policy Rubric

What is the SECURE State and Local Policy Rubric?

The U.S. Departments of Education (ED) and Justice (DOJ) have designed the **SECURE State and Local Policy Rubric** to provide information for **States and local governments** looking to develop or revise **statutes, regulations, and written agreements** related to the appropriate incorporation of school-based law enforcement officers—commonly referred to as school resource officers (SROs)—into school learning environments, with the goal of preventing unnecessary or inappropriate arrests, referrals to law enforcement, contact with the juvenile justice system, and violations of civil rights laws. The SECURE State and Local Policy Rubric provides examples of policies in place throughout the country that help communities establish responsible school-police partnerships. These examples are not an exhaustive list, and other State and local laws and policies may provide helpful guidance to govern the role of SROs in the school learning environment.

What are the SECURE Rubric Action Steps?

The **SECURE Rubric** includes five common-sense action steps that can help ensure that SROs are incorporated responsibly into school learning environments. These action steps are:

1. Create sustainable partnerships and formalize memoranda of understanding (MOUs) among school districts, local law enforcement agencies, juvenile justice entities,¹ and civil rights and community stakeholders.
2. Ensure that MOUs meet constitutional and statutory civil rights requirements.²
3. Recruit and hire effective SROs and school personnel.
4. Keep your SROs and school personnel well trained.
5. Continually evaluate SROs and school personnel, and recognize good performance.

¹ These entities include those representing judges, prosecutors, public defenders and civil legal aid partners, probation officers, and relevant social service agencies.

² Including Federal, State, and local prohibitions on discrimination on the basis of race, color, national origin, language status, religion, sex, sexual orientation, and disability; on the use of excessive force; and on improper searches, seizures, or interrogations.

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EXAMINING STATE STATUTES AND REGULATIONS FOR SECURE³

SECURE Action Step 1: Create sustainable partnerships and formalize MOUs among school districts, local law enforcement agencies, juvenile justice entities, and civil rights and community stakeholders.

In taking this action step, State and local policy encourages the creation of sustainable community partnerships, supported by strong MOUs, by:

- A. Requiring the execution of an MOU prior to commissioning SROs;
- B. Requiring that MOUs be substantially similar to an approved model;
- C. Requiring the involvement of school administrators, educators, law enforcement, and community stakeholders in the development of MOUs; and
- D. Requiring the periodic revision of MOUs.

Examples of such State policies include:

- Missouri statute, MO. REV. STAT. § 162.215 (2016), which requires the execution of an MOU prior to commissioning an SRO at the direction of a school board.

162.215. School officers may be commissioned to enforce certain criminal laws.

1. The school board of any school district may authorize and commission school officers to enforce laws relating to crimes committed on school premises, at school activities, and on school buses operating within the school district only upon the execution of a memorandum of understanding with each municipal law enforcement agency and county sheriff's office which has law enforcement jurisdiction over the school district's premises and location of school activities, provided that the memorandum shall not grant

³ State statutes and regulations were found in the National Center for Safe Supportive Learning Environments' Compendium of School Discipline Laws and Regulations, accessed May 2016 at <https://safesupportivelearning.ed.gov/school-discipline-compendium>. The compendium provides information on school discipline laws and administrative regulations for each of the 50 States, Washington, D.C., and the U.S. territories of American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands effective as of March 2015. (See the DISCLAIMER on page 1.)

statewide arrest authority. School officers shall be licensed peace officers, as defined in section 590.010, and shall comply with the provisions of chapter 590. The powers and duties of a peace officer shall continue throughout the employee's tenure as a school officer. (Effective Date: August 28, 2013)(emphasis added)

- Pennsylvania regulation, which requires communities to explain the differences between their MOUs and the State-provided model, and provide a rationale for those differences, at the direction of a local superintendent.

22 Pa. Code 10.11. Memorandum of understanding.

(a) Each chief school administrator shall execute and update, on a biennial basis, a memorandum of understanding with each local police department having jurisdiction over school property of the school entity.

(b) A memorandum of understanding between a school entity and a local police department, including its development and implementation, must meet the requirements of section 1303-A(c) of the Safe Schools Act (24 P. S. 13-1303-A(c)).

(c) In developing a memorandum of understanding to execute with a local police department, a school entity shall consult and consider the model memorandum of understanding promulgated by the Board in Appendix A (relating to model memorandum of understanding).

(d) On a biennial basis, a school entity shall file with the Department's Office for Safe Schools a memorandum of understanding with each local police department having jurisdiction over property of the school entity. As part of its filing with the Department, a school entity shall identify substantive differences between the memorandum of understanding adopted by the school entity and the model memorandum of understanding and provide a statement of reasons for the differences.

(e) The Board, on a biennial basis, will review and, as necessary, revise its model memorandum of understanding in Appendix A. As part of its biennial review, the Board will consider the memoranda of understanding filed by school entities with the Department's Office for Safe Schools and statements explaining school entities' reasons for adopting memoranda of understanding having substantive differences with the model memorandum of understanding.

(Effective Date: July 21, 2012)(emphasis added)

- New Jersey regulations, which require periodic review and revision of an MOU with the involvement of community stakeholders, educators, and law enforcement with close involvement between the local superintendent and other community stakeholders.

6A:16-6.2. Development and implementation of policies and procedures.

(b) School district policies and procedures shall include the following components:

[...] 14. *An annual process for the chief school administrator and appropriate law enforcement officials to discuss the implementation and need for revising the memorandum of agreement, and to review the effectiveness of policies and procedures implemented pursuant to this subchapter:*

i. The annual review shall include input from the executive county superintendent, community members, and meeting(s) with the county prosecutor and other law enforcement officials designated by the county prosecutor.

(Effective: March 17, 2014)(emphasis added)

SECURE Action Step 2: Ensure that MOUs meet constitutional and statutory civil rights requirements.
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In taking this action step, written State policy supports school-based law enforcement that complies with civil rights laws by:
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Identifying Federal and State constitutional provisions and Federal, State, and local civil rights laws and ordinances that apply to law enforcement in educational settings and ensuring that law enforcement and school administrative policies and practices comply with those legal requirements.

An example of such State policy includes:

Minnesota Law Section 363A.13 – Educational Institutions

(1) It is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby to any person because of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability, or to fail to ensure physical and program access for disabled persons. For purposes of this subdivision, program access includes but is not limited to providing taped texts, interpreters or other methods of making orally delivered materials available, readers in libraries, adapted classroom equipment, and similar auxiliary aids or services. Program access does not include providing attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

(2) It is an unfair discriminatory practice to exclude, expel, or otherwise discriminate against a person seeking admission as a student, or a person enrolled as a student because of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability. (emphasis added)

SECURE Action Step 3: Recruit and hire effective SROs and school personnel.

SECURE Action Step 4: Keep your SROs and school personnel well trained.

In taking these action steps, State and local policy supports hiring, training, and management of SROs by:

- A. Mandating school-specific preparation.
- B. Specifying the minimum duration of training.
- C. Encouraging officers to minimize arrests when a less punitive measure, such as diversion, restorative justice, or the school code of conduct, could be applied.
- D. Eliminating the involvement of SROs in non-criminal matters.

Examples of such State policies include:

- Indiana statute, which provides the minimum duration for school-specific training prior to appointment as an SRO.

C 20-26-18.2-1. "School resource officer".

(b) Before being appointed as a school resource officer, an individual must have:

(1) successfully completed the minimum training requirements established for law enforcement officers under IC 5-2-1-9; and

(2) received at least forty (40) hours of school resource officer training through:

(A) the Indiana law enforcement training board established by IC 5-2-1-3;

(B) the National Association of School Resource Officers; or

(C) another school resource officer training program approved by the Indiana law enforcement training board. (emphasis added)

- Missouri statute, which limits the authority of school officers to certain crimes.

162.215. School officers may be commissioned to enforce certain criminal laws.

2. School officers shall abide by district school board policies, all terms and conditions defined within the executed memorandum of understanding with each municipal law enforcement agency and county sheriff's office which has law enforcement jurisdiction over the school district's premises and location of school activities, and shall consult with and coordinate activities through the school superintendent or the superintendent's designee. School officers' authority shall be limited to crimes committed on school premises, at school activities, and on school buses operating within the jurisdiction of the executed memorandum of understanding. All crimes involving any sexual offense or any felony involving the threat or use of force shall remain under the authority of the local jurisdiction where the crime occurred. School officers may conduct any justified stop on school property and enforce any local violation that occurs on school grounds. School

officers shall have the authority to stop, detain, and arrest for crimes committed on school property, at school activities, and on school buses. (emphasis added)

EXAMINING MOUs FOR SECURE

SECURE Action Step 1: Create sustainable partnerships and formalize MOUs among school districts, local law enforcement agencies, juvenile justice entities, and civil rights and community stakeholders.

SECURE Action Step 2: Ensure that MOUs meet constitutional and statutory civil rights requirements.

In taking these action steps, States and local communities can encourage the creation of sustainable MOUs, including by:

- A. Clarifying the frequency of review;
- B. Requiring that communities, schools, and law enforcement participate in the MOU review process; and
- C. Mandating the collection, analysis, and reporting of school-based law enforcement data to inform the development of partnerships, to inform the MOU review process, and to evaluate compliance with Federal, State, and local civil rights laws.

An example of such an MOU includes:

Broward County Public Schools

Collaborative Agreement on School Discipline

ARTICLE IV. DATA COLLECTION AND OVERSIGHT

Data reflecting all school-based arrests, referrals to law enforcement, and filing of criminal complaints and disaggregated by location of arrest/school, charge, arresting agency, gender, age, race/ethnicity, disability and ESL status is collected by the School District and Department of Juvenile Justice. Data reflecting the number and nature of incidents of misbehavior is also collected by the School District.

Each month, this data will be delivered to the Juvenile Justice Advisory Board and the Eliminating the Schoolhouse to Jailhouse Committee to monitor compliance with the terms of this agreement, the overall number of minor incidents being handled by the criminal justice system and reductions in racial disparities. In addition, these factors should be included in reviewing each school's overall school climate. This data will also be reported to the public at the end of each semester to monitor whether there have been reductions in the overall number of minor incidents being handled by the criminal justice system and reductions in racial disparities.

The parties agree to meet twice a year, at the end of each semester, with the Eliminating the Schoolhouse to Jailhouse Committee to provide oversight of the Agreement and make recommendations to the heads of each agency on any modifications to the Agreement. (emphasis added)

An example of such a State policy includes:

- Colorado statute, which requires law enforcement agencies to collect school-based law enforcement data.

22-32-146. School use of on-site peace officers as school resource officers: notifications of arrests and notices issued: reporting requirements.

(4) Commencing August 1, 2013, and continuing each August 1 thereafter, each law enforcement agency employing or contracting with any law enforcement officer who is acting or has acted in his or her official capacity on school grounds, in a school vehicle, or at a school activity or sanctioned event shall report to the division of criminal justice created in section 24-33.5-502, C.R.S., in aggregate form without personal identifying information, data about the cases handled by the agency on school grounds, in a school vehicle, or at a school activity or sanctioned event. Each such report shall include, at a minimum, the following information relating to the preceding twelve months:

(a) The number of students investigated by the officer for delinquent offenses, including the number of students investigated for each type of delinquent offense for which the officer investigated at least one student;

(b) The number of students arrested by the officer, including the offense for which each such arrest was made;

(c) The number of summonses or tickets issued by the officer to students; and

(d) The age, gender, school, and race or ethnicity of each student whom the officer arrested or to whom the officer issued a summons, ticket, or other notice requiring the appearance of the student in court or at a police station for investigation relating to an offense allegedly committed on school grounds, in a school vehicle, or at a school activity or sanctioned event. (emphasis added)

SECURE Action Step 3: Recruit and hire effective SROs and school personnel.

SECURE Action Step 4: Keep your SROs and school personnel well trained.

In taking these action steps, States and local communities can support the hiring and management of SROs by including the following in MOUs:

- A. Requiring prospective SROs to receive training regarding youth development.
- B. Listing all required and ongoing trainings, and supervisory structures, for SROs and staff, with clarity regarding agency responsibility for each component.
- C. Clarifying the processes for schools' right to request removal or re-assignment of an SRO.

An example of such an MOU includes:

- Denver, Colorado MOU, which outlines the school-specific training that SROs must have, the agency that will supervise the SRO, and a schools' right to request the removal or re-assignment of an SRO.

Intergovernmental Agreement Concerning the Funding, Implementation and Administration of Programs Involving Police Officers in Schools

4. THE SCHOOL DISTRICT'S OBLIGATIONS & RESPONSIBILITIES

Denver Public Schools reserves the right to request the removal/re-assignment of any SRO for any reasonable cause DPS provides in writing to the Police Department after other attempts to correct the problem have been explored. The District Commander shall consider DPS's input when determining the removal or reassignment of any SRO and the District Commander shall have the final decision concerning the removal or reassignment of any SRO.

d. The School District will:

iv. Provide time for their school principals or their designees and the assigned SROs to attend three two-hour citywide training meetings per year, one at the beginning of the school year and once during each semester, and will excuse SROs to attend additional trainings as may be required by the P.O.S.T. Board. Such trainings may include topical areas such as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender and questioning students. Any training beyond those specifically required by the P.O.S.T. Board must be agreed upon by both the District and the Police Department.

e. The Police Department will:

i. Provide SRO supervision.

ii. Provide SRO-trained police officer, when such training is required by state statute.

iii. Provide SRO training to comply with state requirements, when such training is required

by state statute.

iv. Provide the SRO with uniforms and equipment.

v. Follow the agreed upon schedule for deployment of SROs at high schools and middle schools.

vi. Ensure that a member of the Police Department District Command Team, having a rank of Lieutenant or above, maintains communication with DPS school administration and conduct face to face meetings at least twice per semester to evaluate the performance of services provided by the SRO.

vii. Train DPD officers on their role within DPS's schools and on the rights afforded to students as required by the P.O.S.T. Board. Trainings may include such topics as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students. Any training beyond those specifically required by the P.O.S.T. Board must be agreed upon by both the District and the Police Department. (emphasis added)

SECURE Action Step 4: Keep your SROs and school personnel well trained.

States and local leaders can support community efforts to close a school-to-prison pipeline by ensuring that MOUs:

- Encourage officers to minimize arrests for minor school-based offenses.
- Eliminate the involvement of SROs in non-criminal matters.
- Define the different roles of SROs and school administrators when addressing minor student misbehavior.

Examples of such MOUs include:

- Broward County, Florida encourages alternatives to arrest for minor, non-violent misdemeanors, and clarifies that administrators are primarily responsible for discipline.

Collaborative Agreement on School Discipline

2.01 Responding to Student Misbehavior.

In the event a student misbehaves, the school principal and their designees will be the primary source of intervention and disciplinary consequences. The Code of Student Conduct and Discipline Matrix provides detailed information on consequences and interventions and shall guide the responses to particular types of misbehavior. In addition, school officials should make every effort to connect students to school or community-based support services, such as counseling, mentoring, or extra-curricular activities.

Many types of minor student misbehavior may technically meet the statutory requirements for non-violent misdemeanors, but are best handled outside of the criminal justice system. In any school year, the first instance of student misbehavior that rises to the level of a non-violent misdemeanor and requires consultation with a police officer should not result in arrest nor the filing of a criminal complaint, but instead be handled through the Code of Student Conduct and Discipline Matrix. Behavior that rises to the level of a felony offense under any of the above statutes is not included herein.

All parties involved in school discipline decisions shall consider the surrounding circumstances including the age, history, disability or special education status, and other factors that may have influenced the behavior of the student, the degree of harm caused and the student's willingness to repair the harm.[...]

2.03 Consultations with Law Enforcement – Role of School Administrator.

The school principal and their designee are encouraged to talk to the student and evaluate the unique surrounding circumstances in each case. Before referring a student to law enforcement, the school principal or their designee shall:

STEP 1. Consult the Code of Student Conduct:

Does the Discipline Matrix require consultation with law enforcement? If not, the school principal or their designee should determine the consequences and interventions to be used without involving law enforcement, including the PROMISE program.

STEP 2. Consult with law enforcement:

If the Discipline Matrix does require consultation, work with law enforcement to assess and respond to the situation. A consultation does not mean that an arrest is necessary.

STEP 3. Collaborating with law enforcement to resolve the situation:

If the law enforcement officer has exhausted their efforts to resolve the situation, could the student be held accountable through further intervention from the

Collaborative Problem Solving Team, PROMISE program or community-based programs? Refusal to participate in the offered alternatives to arrest may result in referral to the Juvenile Justice System of Care and, after input from the State Attorney offices, could be referred back to law enforcement. If further support is needed but not available at the school level, the school principal or designee may call the district designee at Student Support Initiatives for guidance. Emergency and other situations may arise that require the immediate involvement of law enforcement. In such instances, school officials and law enforcement should confer after the situation has been diffused, but, if feasible, before any arrest is made, and follow the process outlined in this agreement to ensure the most effective and least punitive means of discipline is being employed.

2.04 Consultations with Law Enforcement – Role of Officer.

Before making an arrest of a student for misbehavior on school grounds, school transportation or during a school sponsored or related event, a law enforcement officer shall follow the steps and guiding questions below and attached herein as Exhibit “A”. If the situation is resolved short of arrest at any point during this process, the officer does not need to move on to the next step.

STEP 1. Consult with the school principal or their designee:

Has the Discipline Matrix been followed in this instance? Could this be resolved by consequences within the school discipline system (such as detention, suspension, or interventions)?

STEP 2. Evaluate the situation:

Considering all the surrounding circumstances, does this incident rise to the level of a felony or pose a serious threat to school safety that necessitates an arrest? If so, the officer shall proceed to Step 6. If the behavior falls into the category of non-violent misdemeanor, continue to the steps below. If the behavior is non-criminal or otherwise minor and not rising to any of these levels, it may be referred back to the school for consequences and interventions.

STEP 3. Issue a warning:

Can the situation be resolved with an intervention approach that may include the officer talking to the student about their behavior; a verbal warning; taking the student out of the situation in order to cool off or other intervention? [...]

2.05 Discretion of Law Enforcement.

Nothing in this agreement is intended to limit the discretion of law enforcement. Officers responding to an incident or consulting with school officials are encouraged to use their

discretion in determining the best course of action, especially when using alternatives to arrest. While the option to use the criminal justice system is available for many incidents, the totality of the circumstances should be taken into consideration and any less punitive alternatives that ensure the safety of the school community should be considered.

- Clayton County, Georgia, which limits the use of arrest for minor misbehaviors.

Cooperative Agreement Between The Juvenile Court Of Clayton County, The Clayton County Public School System, The Clayton County Police Department, The Riverdale Police Department, The Jonesboro Police Department, The Forest Park Police Department, The Clayton County Department Of Family & Children Services, The Clayton Center For Behavioral Health Services, Robert E. Keller, District Attorney And The Georgia Department Of Juvenile Justice

“Focused Acts” are misdemeanor type delinquent acts involving offenses against public order including affray, disrupting public school, disorderly conduct, obstruction of police (limited to acts of truancy where a student fails to obey an officer’s command to stop or not leave campus), and criminal trespass (not involving damage to property).

A. Warning Notice and Referral Prerequisites to Complaint in Cases Where a Student has Committed a Focused Act.

Misdemeanor type delinquent acts involving offenses against public order including affray, disrupting public school, disorderly conduct, obstruction of police (limited to acts of truancy where a student fails to obey an officer’s command to stop or not leave campus), and criminal trespass (not involving damage to property) shall not result in the filing of a complaint alleging delinquency unless the student has committed his or her third or subsequent similar offense during the school year and the Principal or designee has reviewed the behavior plan with the appropriate school and/or system personnel to determine appropriate action. In accordance with O.C.G.A. §20-2-735, the school system’s Student Codes of Conduct will be the reference documents of record. The parties agree that the response to the commission of a focused act by a student should be determined using a system of graduated sanctions, disciplinary methods, and/or educational programming before a complaint is filed with the Juvenile Court. The parties agree that a student who commits one of the focused acts must receive a Warning Notice and a subsequent referral to the School Conflict Diversion Program before a complaint may be filed in the Juvenile Court. An SRO shall not serve a Warning Notice or make a referral to the School Conflict Diversion Program without first consulting with his or her supervisor if the standard operating procedures of the SRO Program of which the SRO belongs requires consultation.

1. First Offense. A student who commits one of the focused acts may receive a Warning Notice that his or her behavior is a violation of the criminal code and school policy, and that further similar conduct will result in a referral to the Juvenile Court to attend a diversion program. The SRO shall have the discretion not to issue a Warning Notice and in the alternative may admonish and counsel or take no action.

2. Referral to School Conflict Diversion Program. Upon the commission of a second or subsequent focused act in that or a subsequent school year, the student may be referred to Intake to require the student and parent to attend the School Conflict Diversion Program, Mediation Program, or other program sponsored by the Court. However, a student who has committed a second “bullying” act shall be referred to the School Conflict Diversion Program to receive law related education and conflict resolution programming, and may also be required to participate in the mediation program sponsored by the Court for the purpose of resolving the issues giving rise to the acts of aggression and to hold the student accountable to the victim(s). Intake shall make contact with the parent of the child within ten (10) business days of receipt of the notice from the School Resource Officer or the school to schedule the parent and child to attend the School Conflict Diversion Program, or other program of the Court appropriate to address the student’s conduct. Intake shall forward to the school where the child attends a confirmation of the child’s successful participation in the diversion program. A child’s failure to attend shall be reported to the School Resource Officer to determine if a complaint should be filed or other disciplinary action taken against the child.

3. Complaint. A student receiving his or her third or subsequent delinquent offense against the public order may be referred to the Court by the filing of a complaint. If the student has attended a diversion program sponsored by the Court in that year or any previous school year and the student has committed a similar focused act, the student may receive a Warning Notice warning that the next similar act against the public order may result in a complaint filed with the juvenile court. A student having committed his or her third “bullying” act shall be referred to the Juvenile Court on a juvenile complaint and the Court shall certify said petition provided probable cause exists and if adjudicated shall proceed to determine if said student is delinquent and in need of supervision. The school system shall proceed to bring the student before a tribunal hearing and if found to have committed acts of bullying shall in the least, with consideration given to special education laws, expel said child from the school and place in an alternative educational setting, unless expulsion from the school system is warranted. All acts of bullying shall be reported by school personnel and addressed immediately to protect the victims of said acts of bullying.

Memorandum of Understanding

By and Between the

Village of Port Edwards and the Port Edwards School District

The purpose of this document 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 agree that an effective School Resource Officer Program defines the role of the School Resource Officer (SRO): within the context of the educational mission of the school; offenses to be handled by law enforcement; information sharing; School Resource Officer training requirements, program assessment; and program structure;

The School Resource Officers receive the necessary support and training to ensure a safe school environment while respecting the rights of students and improving the overall school climate;

The signatories agree to the following:

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

1. The mission of the School Resource Officer program is to improve school safety and the educational climate at the school.
2. School Resource Officers are responsible for dealing with criminal law issues, not to enforce school discipline or punish students.
3. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate.
4. The SRO shall maintain activity reports and submit summaries of these reports to building –level school administrators, district-level school administrators, and the Village Police Department. The summaries shall include, for each SRO, the numbers and descriptions of all incidents or calls for service; names of school officials involved (referring teacher, principals, etc); student searches; student questions, tickets, citations, or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrest, and other referrals to the juvenile justice system.
5. Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building –level school administrators shall have final authority in the building.

6. Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including: disturbance/disruption of schools or public assembly; loitering; profanity; and fighting that does not involve physical injury or weapon, shall 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 criminal citation, ticket, summon, or filing of delinquency petition).
7. Students shall not be taken into custody at school, except where a child poses a real and immediate threat to student, teacher, or public safety or pursuant to a warrant. a. School principals shall be consulted prior to a student being taken into custody where practicable. b. The student's parent or guardian shall be notified of a child being taken into custody as soon as practicable.
8. The school 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 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. A 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.
9. Records created and maintained by a 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.)
10. 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. Training topics, goals, and objectives shall be determined jointly by representatives of the school and the law enforcement agency. Training topics to consider may include: school values and mission; child and adolescent development; cultural competency; positive behavioral supports, strategies, and interventions; federal and state anti-discrimination and special education laws; the provisions of Wisconsin law pertaining to the use of seclusion and restraint by school personnel; trauma informed practices; de-escalation techniques; compulsory attendance; suicide prevention; and school mental health.
11. The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the Village of Port Edwards Police Department and Port Edwards Public Schools. The following areas will be used to evaluate the program:
 - a. Success of established goals and objectives.
 - b. Police-citizen contacts (citations, arrests, community and school outreach activities, etc.).
 - c. Community feedback.

d. Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the principal. Structure and Funding for School Resource Officer Program

e. The SRO working with the school will develop a work plan, goals, and objectives.

12. The program will be funded by sharing the cost between the school district and the police department. The invoice for SRO wages and benefits will be split equally for each semester and invoiced at the conclusion of each semester. Training costs specifically related to the SRO position will also be shared.
13. A Village of Port Edwards Police Officer will be designated by the Village Public Safety Committee with input from the Chief of Police and consultation with the School District.
14. Equipment and training will be shared by both parties. The following trainings will be attended by the SRO: 1. The School will pay for attendance at one School Resource Officer Association Conference or Training. 2. The Village will pay for one other conference that benefits the SRO program The School will provide a computer, internet and phone access.
15. SRO duty hours shall be scheduled responsive to Police Department and School needs up to \$5,000 per semester (\$10,000 per year/shared costs). It is recognized that the scheduling of the SRO will be variable based on needs of the School and Police Department.

This memorandum of understanding shall become effective immediately upon execution by signature and remain effective until July 1, 2021, and it will be reviewed annually by all signatories or their successors before being renewed.

A signatory 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 School Resource Officers at Port Edwards School District.

Signed on the ____ of _____, 20_ _____

_____ Superintendent Representative—Kyle Cronan

_____ Village Administrator—Duane Gau



POLICY & PROCEDURE MANAWA POLICE DEPARTMENT

**SUBJECT: SCHOOL RESOURCE OFFICER
SCHOOL LIAISON OFFICER**

NUMBER: 16.01
ISSUED: XX/XX/2019

SCOPE: All Department Personnel

EFFECTIVE: XX/XX/2019

DISTRIBUTION: Policy & Procedures Manual

RESCINDS

AMENDS

REFERENCE:

SCHOOL RESOURCE OFFICER POLICIES AND PROCEDURES

16.01 PURPOSE AND SCOPE

It is the policy of the Manawa Police Department to establish and maintain a school Resource Officer Program. The protocols and procedures stipulated in this policy are applicable only to the participating schools which are identified as the Manawa Junior and Senior High School, Manawa Elementary School, Manawa Outreach Program and Saint Paul's Lutheran School. All four educational facilities remain the jurisdiction of the City of Manawa Police Department. The success of this program depends on the respect and confidence we earn from the students, parents and staff. The integrity of each officer, as well as the organization, is necessary for students, parents and teachers to give us their trust. Without this trust, we cannot expect to form partnerships. Fundamental to building trust is the fair and equitable treatment of all individuals. Whether student, parent or staff, all persons must be treated with dignity and respect.

16.02 SCHOOL RESOURCE OFFICERS' MISSION STATEMENT

To enhance a safe atmosphere in our community's educational environments, foster a positive relationship with our community youth, and develop strategies to resolve problems which affect our youth.

16.03 SCHOOL RESOURCE OFFICER VISION STATEMENT

The Manawa Police Department School Resource Officer Program will conform to a set of guidelines and rules that describe a level of performance and service by all its members that support both the Manawa School District vision and the vision held by the City of Manawa Police Department in such a manner that strives to leave all with the highest sense of satisfaction.

16.04 GOALS AND OBJECTIVES

The Manawa Police Department School Resource Officer intends to provide law enforcement services and law-related education to the designated schools within the district. The members also act as liaisons between the schools, the community and the Police Department, as well as various agencies such as Child Protective Services, Youth and Family Services, and other intervention and counseling resources. Some of the goals and objectives are as follows:

- *To keep our school campuses safe, so that teachers can teach, and students can learn.*
- *Provide students with positive role model through the exhibition of Department values.*
- *Interact with students which build self-esteem and trust and reinforces the police as role models.*
- *Interact with students, faculty, community, parents, and civic leaders to promote positive relationships.*
- *Provide a classroom resource for instruction. Educate students about the laws and the importance of individual responsibility as well as teambuilding and cooperation within our community.*
- *Lastly, to serve as a resource for the student population, teachers and parents. Serve as a primary resource to students who are victims and suspects of unlawful or harmful activity in order to deter and protect them from further wrongdoings. To partner with faculty and administrative team to educate the importance of good safety practices through various educational programs. To provide an active law enforcement figure in the school district to deal with any law and public safety issues and to take the appropriate law enforcement action when necessary.*

16.05 AUTHORITY

As a law enforcement officer, the School Resource Officer (SRO) is responsible to the Chief of Police through his or her supervisory chain of command and subject to Department Policies. SRO's do have a secondary chain of command with serving the school district. As an employee of the Manawa Police Department, their primary chain of command begins with their sergeant and progresses to the Chief of Police. Because they work in the schools, the SRO is considered a member of the school staff. Therefore, their secondary chain of command begins with the principal or any assistant principals and progresses to the Superintendent of the School District.

- *The Manawa Police Department recognizes and respects the authority of the principal(s), District Administrators or his or her designees. However, the SRO has the responsibility to ensure proper decisions are made in reference to committed crimes, crime scenes, and any incidents that pose a serious threat to the public, the student body and to district staffing.*
- *During any law enforcement related event in the school district, the SRO will consult the principal or did designee in law enforcement decisions being made to resolve an incident, when feasible. During any law enforcement related event, it may become necessary for the SRO to temporarily take charge of an incident and school campus to protect the integrity of the investigation and / or crime scene, and ensure the safety of the student body and staffing.*

The School Resource Officer Program will be commanded by the Chief of Police and supervised by a sergeant.

Every SRO will be a sworn peace officer. The SRO possesses the same authority and powers of arrest as any other state or local law enforcement official regardless of whether they are on or off school district property.

- *When performing the duties of law enforcement in the school district environment, the officer shall have an understanding of the administration responsibilities the school has in resolving misbehavior.*
- *The SRO will be familiar with the student handbook of each individual school.*
- *The SRO will also support the concept that teachers have a right to teach and the student body have the right to learn.*
- *In dealing with misconduct and misbehavior, the SRO is mindful of the fact that respect for others is an extension of one's own self-respect.*
- *Conduct with students should be of a quality that reinforces positive self-image, self-esteem, and professionalism.*

16.06 THE PROGRAM

As a role model, the SRO is compelled to always present themselves in a professional manner. Through their appearances and actions, the SRO leads by example through their day-to-day contact with students, parents school district staffing and administrators. They must treat everyone in a positive manner that is respectful, fair and consistent regardless of race, national origin, citizenship, religion, ethnicity, age, gender, sexual orientation, or socio-economic status. The following outline is meant to be a guide that reflects the "philosophy" of the Manawa Police Department's School Resource Officer Program. The program is based on the premises that the SRO services the following basic functions:

The Department's SRO Program will adhere to the "Triad Concept" supported by the National Association of School Resource Officers (NASRO).

Law enforcement Officer: The SRO primary role in the school district is that of a law enforcement officer. They will enforce all applicable laws in a fair and consistent manner. As a general rule, SRO's will not get involved with the enforcement of school rule violations unless there is a violation of State or Federal law or local city ordinances.

- *The SRO will conduct investigations for all crimes that occur on designated school district property.*
- *The SRO, when available, will assist in conducting investigations for other crimes off school district property that may have a direct effect on the student body of school community.*
- *The SRO, when available, will be the "case officer" for crimes committed on school district property. This means the SRO will then complete the investigation and all the necessary follow-up. This may include the collection of evidence and interviewing victims, witnesses and perpetrators.*
- *When necessary, the SRO may arrest, detain and hold perpetrators in-custody as set forth by law and Departmental policy.*

Some serious crimes require specialized expertise or logistical support to investigate. Under these circumstances, an appropriate law enforcement officer will be assigned to assist the SRO. In such cases the SRO will assist the investigator all while remaining as the liaison between the victim, the school staffing and the Police Department.

- *The SRO can address parking and traffic concerns that affect the school and surrounding community.*
- *The SRO may conduct and coordinate traffic enforcement details to encourage compliance with State and local traffic laws.*
- *The SRO will coordinate with school staff to promote crime prevention programs and enhance the police / community relationships with the surrounding neighborhoods. This may be accomplished through foot, bicycle and vehicle patrol efforts.*

- *The SRO will work with the Manawa School District on truancy and truancy prevention programs.*

The SRO may also perform his role and duties as a teacher. They can present a diverse curriculum in the area of Law-related education, for student, parents, staffing and district administrators. Such instruction includes personal safety, wellness, and criminal and traffic law formats. An SRO can act in the role of an advisor, mentor and mediator to students, parents and school district staffing. SRO's can use their professional experiences to counsel and educate individuals on law related issues. When a high level of expertise is required, the SRO can refer the individual seeking aid or guidance to the appropriate agency or resource.

16.07 DUTIES AND RESPONSIBILITIES

- *Conduct classroom instruction on prevention and education on appropriate subject to high school students, faculty, and staff, in accordance with the SRO and Department mission statements, utilizing approved lesson plans.*
- *Take appropriate action for any on-sight situations requiring police attention.*
- *Act as a liaison and resource between the law enforcement community, other governmental agencies and the school.*
- *Maintain availability to all students in the school district via office phone, e-mail, or other electronic medium that will be accessed by the SRO supervisor for quality control purposes. The City of Manawa and the Manawa School District Internet / Computer Policies will be adhered to at all times. In cases of conflict, the SRO will consider the device being used and apply the respective policy of the organization that owns that device.*
- *Interaction with students to promote and reinforce the development of basic life skills and personal control and responsibility for one's actions.*
- *Conduct investigations involving school or students. The main function of the SRO is to be on school district grounds during school hours. Follow-up investigations may be conducted, however, these should generally be conducted after school hours.*
- *Only under exigent circumstances should SRO's leave the campus during school hours on follow-up investigations and then only with supervisor approval and notification shall be made to the on duty principal. The SRO may participate in school conferences, especially when potential delinquency is a factor or issue.*
- *The SRO may have input into intervention and preventive strategies and community resources available.*
- *Participate in special assignments related to Departmental activities such as major events.*
- *Inform the school administration of current student criminal involvement and criminal trends that affect the safe environment of the school. It is also recommended that the SRO maintain a relationship with the Wisconsin Department of Corrections – Probation Section and the Department of Health and Human Services – Juvenile intake, to obtain any and all information related to juvenile probation, supervision or incarceration issues.*
- *Perform preventative patrol for students in route to and from school. Attention will be directed to observations pertinent to the safety and well-being of children.*
- *Interact with uniform patrol and investigators in order to share information and work together on matters of mutual concern.*
- *Attend special events as necessary to interact and prevent troublesome issues.*
- *Participate in various Department-sponsored and endorsed activities that foster a positive relationship between the students and the SRO.*
- *The SRO should maintain contact with his immediate in order to maintain communication efforts.*

- *Attend scheduled meetings for the exchange of information and maintaining open lines of communication.*
- *The SRO will provide his or her supervisor with daily activity sheets or daily logs on a weekly basis.*
- *Attend pre-arranged meeting with school staffing district administration.*
- *SRO will be responsible for proper vehicle use and maintenance as outlined in Department Policy.*
- *City owned patrol units can be used for transporting students in accordance with Department Policy.*
- *Should the SRO require an interview of an individual under the age of 18-years of age for an inquiry he or she shall notify the students parent or parents. In the case of a child safety issue the SRO will not be required to notify the parents of the student until the investigation can be furthered and the child is deemed safe.*

16.08 SCHOOL ENFORCEMENT

TRUANCY

- *The Manawa Police Department SRO will investigate truancy issues that arise within the school district. The school district will provide the SRO will all information with regard to the truant student. Such investigative information needed are students Bio sheets, attendance records and a written statement from school staffing.*

SEARCHES

- *The School Resource Officer must follow Departmental policy and respect the School's policy in conducting searches. The rules of criminal evidence will apply in school exactly the same as they apply under normal circumstances. School administration and staffing cannot be used as an agent to search a student's locker.*

The school administrator has the authority to search a locker prior to you knowing a crime has been committed. Once you are aware of the fact that a crime has been committed, you must brief the SRO immediate supervisor and anticipate the pursuit of a search warrant for the individual's locker.

Unless EXIGENT CIRCUMSTANCES EXIST, or you have CONSENT, get a warrant.

IMPOUND AND CHAIN OF CUSTODY

- *The seizure of drugs and evidence on School District Property must be dealt with immediately. If an SRO seizes drugs or obtains evidence, they will immediately contact the supervisor and arrangements will be made to collect the property. The confiscated evidence will not be placed in the SR's office or their assigned patrol unit for any length of time other than the transportation of such evidence to the police department. Once an SRO comes in contact with such evidence he or she shall maintain immediate control and to stay in constant possession of such evidence, therefore maintaining Chain of Custody protocol.*

INTERVIEWS AND INTERROGATIONS

- *SRO will adhere to Departmental Policy on issues surrounding juvenile interviews and interrogations.*

THE CRITERIA FOR EMERGENCY / NON-EMERGENCY CALLS

- *The criteria set forth are designed as a guide. In most cases, the SRO will take disposition of a call for service on school district property. However, when booking is necessary or eminent, a patrol officer summonsed to handle the transport and booking of such juvenile.*

For all situations that require immediate intervention or law enforcement response the SRO should notify the Waupaca County Communications Center via phone call or police radio communications. School staffing should immediately summon 911 and proceed in notifying the SRO. The following is examples of situations that require an immediate police response:

- *Immediate life-threatening emergency*
- *Large or serious fight / altercation in progress.*
- *Unruly crowds*
- *Disruptive parent who will not vacate school district property or calm down.*
- *Bomb threats*
- *Child abuse (in progress and welfare of child)*
- *Crime in progress where the protection of evidence is essential, or the apprehension of the violator is possible.*
- *Safety hazards (i.e., chlorine, natural gas leaks)*

For those situations that require a police service but do not require an immediate response, school district staffing should call or page the SRO. If the SRO is not available the on-duty patrol officer should be contacted. Listed below are some examples of situations:

- *Students who are found to be in possession of illegal contraband or drugs, and the item has been confiscated. Contraband must be placed into evidence inventory secure holding that very same day.*
- *Mandatory Reporting.*
- *Burglary (with the school as a victim)*
- *Vehicle break-in / burglary*
- *Assaults (with serious injury)*

For the following situations that require police service but where time is not of the essence, the school district should contact the SRO and advise them of the situation. Such offenses include:

- *Thefts (no suspects, no witnesses)*
- *Assaults (which are over and under control with little to no injury, or where student have already been sent home, no suspects no witnesses).*
- *Threats or intimidation (no suspects, no witnesses)*
- *And any other incident of a minor nature, status offense, City Code violation, etc.*

16.08 SRO WORK HOURS

The SRO work hours are varied according to individual school needs. The school day starts at 7:45am and ends at 3:00pm. SRO's generally work a Monday through Friday, 40-hour work week and anything over 40 hours is considered over-time.

The SRO work schedule should remain flexible based upon the needs of the school on any given day or any event.

SRO's are required to stay on school District grounds during their lunch break, which will be factored into their eight-hour day.

SRO's are required to obtain prior approval from his or her supervisor on any overtime.

SRO's are encouraged to take vacation when school is not in session.

During the summer recess, SRO's will be assigned to duties set forth by the Chief of Police or his designee.

When sick leave or family sick leave is necessary, the SRO must inform his immediate supervisor and school district administration by phone and by electronic mail for documentation purposes. The notification should take place approximately 2 hours prior to the start of the school day or SRO's shift.

UNIFORM PROCEDURES OR DRESS CODE:

The SRO's standard for dress and appearance is set by Department Policy. Each officer is responsible for the professional image of the department and the school district, assuring their appearance is in accordance with guidelines. The following is a list of dress requirements for officers assigned as a School Resource Officer.

- *A law enforcement uniform mandated by department policy will be worn for the majority of the time. For special events and sporting functions plain cloths is acceptable.*
- *Department policy will be adhered to regarding the use of ballistic bullet proof vests.*
- *When wearing plain cloths, the SRO shall be dressed in clothing that is conservative, in good taste, and meets the standards set forth in the Manawa Police Department Policy Manual. The SRO shall be armed with his department issued firearm at all times and they are required to wear their duty belts and display their badge, even when in civilian clothing.*
- *Standard issued Manawa Police Department polo shirts are authorized for wear during special events. Standard issue law enforcement uniforms or suit and tie shall be worn during public speaking events or instruction teaching sessions.*
- *The SRO may wear formal attire during graduation ceremonies or awards banquets.*
- *Shorts are not authorized unless the SRO is partaking in an athletic event or holds a position on the coaching staff of the school district.*
- *Any additions of the above-listed standards must have prior approval from the Chief of Police or his designee.*

RADIO PROCEEDURES

- *SRO's shall check in and out of service via their department issued police radios or phones.*
- *SRO's shall be required to check in and out as they transfer from one school venue to another.*
- *All SRO's will be assigned and issued a Departmental cellular phone.*
- *SRO's shall abide by the Manawa Police Department policy and procedures with regard to cell phone use.*
- *The SRO's cell phone number shall be distributed to School District Administration, staffing and teachers.*
- *The SRO is at the liberty to release his or her police cell phone number to who he or she feels appropriate. The SRO is not at the liberty on providing anyone with his or her personal cell phone number.*
- *Each phone call, text message or electronic message shall generate a response from the SRO as soon as applicable.*

- *The SRO shall not provide any student with his department issued cell phone number.*
- *The SRO shall monitor and check his or her electronic mail on a daily basis. The SRO's electronic e-mail can be monitored by the use of his or her cell phone.*
- *All equipment possessed by the SRO shall be secured in the SRO's locked and secured office.*
- *SRO must maintain a first aid kit with protective mask at a location within the school grounds.*
- *Any lost or damage to the SRO's equipment must be reported to the Chief of Police or his designee immediately.*
- *The SRO shall maintain drug testing kits and preliminary breath test units that are accessible for immediate use.*
- *Any controlled substances and narcotics found on school district property will be confiscated immediately and subject to testing, inspection and submitted into the evidence property inventory room. Exceptions will be substances prescribed by a physician.*
- *The SRO is subject to inspections set forth by department policy, rules and guidelines.*
- *All conflicts arising between the SRO and School District Administration shall be brought to the attention of the Police Chief or his designee. The police department will work collaboratively to resolve any issues pertaining to the SRO and corrective actions may be taken.*
- *Daily Activity Reports or logs will be completed by the completion of each SRO's shift.*



Calls for Service at the Manawa School District 2016-2017 School Year

Incident #	Type of Call	Date of Call	Location
2017-0725	Medical Emergency	6/22/2017	Jr/Sr High School
2017-0514	Traffic Crash	5/11/2017	Jr/Sr High School
2017-0474	Custody Dispute/Threatening	5/7/2017	Jr/Sr High School
2017-0437	Harassment/Threats	5/3/2017	Jr/Sr High School
2017-0429	Harassment/Bullying	5/1/2017	Jr/Sr High School
2017-0410	Underage Alcohol	4/27/2017	Jr/Sr High School
2017-0375	Tobacco	4/12/2017	Jr/Sr High School
2017-0373	Record Request	4/11/2017	Jr/Sr High School
2017-0550	Traffic Crash	5/24/2017	Jr/Sr High School
2017-0397	Sexual Harassment	4/21/2017	Jr/Sr High School
2017-0389	DC	4/18/2017	Jr/Sr High School
2016-1124	Assist Citizen	8/19/2016	Jr/Sr High School
2017-0412	Suspicious Activity	4/28/2017	Jr/Sr High School
2016-1050	Assist Citizen	8/1/2016	Jr/Sr High School
2016-1376	Custody	10/19/2016	Jr/Sr High School
2016-1401	Traffic Complaint	10/26/2016	Jr/Sr High School
2016-1371	Lockout	10/18/2016	Jr/Sr High School
2016-1303	Assist School District	9/28/2016	Jr/Sr High School
2016-1357	Lockout	10/14/2016	Jr/Sr High School
2016-1342	Assist WPSO	10/11/2016	Jr/Sr High School
2016-1340	Harassment	10/10/2016	Jr/Sr High School
2016-1305	911 Open Line	9/30/2016	Jr/Sr High School
2016-1263	Found Property	9/17/2016	Jr/Sr High School
2016-1265	Assist Ambulance	9/16/2016	Jr/Sr High School
2016-1106	Assist Citizen	8/15/2016	Jr/Sr High School
2017-0179	Traffic Crash	2/19/2017	Jr/Sr High School
2017-0247	Threats	3/15/2017	Jr/Sr High School
2017-0251	School Squad	3/17/2017	Jr/Sr High School
2017-0252	School Squad	3/17/2017	Jr/Sr High School
2016-1556	DC	12/16/2016	Jr/Sr High School
2016-1546	K9 Search	12/14/2016	Jr/Sr High School
2016-1516	Security	12/4/2016	Jr/Sr High School
2016-1478	Assist School District	11/18/2016	Jr/Sr High School
2018-0085	Threats	1/24/2017	Jr/Sr High School
2017-0054	Threats	1/16/2017	Jr/Sr High School
2017-0045	Informational	1/12/2017	Jr/Sr High School
2016-1417	Truancy	11/2/2016	Jr/Sr High School
2016-1548	Assist WPSO	12/14/2016	Jr/Sr High School
2017-0304	Disorderly Subject	3/30/2017	Jr/Sr High School
2017-0300	Disorderly Subject	3/29/2017	Jr/Sr High School
2017-0262	Weapons Complaint	3/20/2017	Jr/Sr High School
2017-0261	Disorderly Subject	3/20/2017	Jr/Sr High School
2017-0245	Welfare Check	3/15/2017	Jr/Sr High School

2017-0164	Truancy	2/14/2017	Jr/Sr High School
2017-0342	DC	4/7/2017	Jr/Sr High School
2017-0340	Fight	4/7/2017	Jr/Sr High School
2017-0274	Medical Emergency	3/24/2017	Jr/Sr High School
2016-1508	Assist School District	11/23/2016	Elementary School
2016-1441	Truancy	11/7/2016	Elementary School
2016-1442	Truancy	11/7/2016	Elementary School
2016-1526	Threats	12/1/2016	Elementary School
2016-1463	Security	11/11/2016	Elementary School
2017-0267	Threats	3/21/2017	Elementary School
2017-0244	Harassment	3/14/2017	Elementary School
2017-0158	Sexual Harassment	2/13/2017	Elementary School
2017-0168	Truancy	2/15/2017	Elementary School
2017-0167	Truancy	2/15/2017	Elementary School
2017-0243	Harassment	3/14/2017	Elementary School
2017-0763	Open Window/Door	6/30/2017	Elementary School
2017-0745	Lockout	6/26/2017	Elementary School
2017-0498	Found Property	5/12/2017	Elementary School
2017-0440	Offense Against Family/Children	5/3/2017	Elementary School
2017-0444	Suspicious Activity	5/4/2017	Elementary School
2016-1416	Mental Health	11/1/2016	Elementary School
2016-1237	Traffic Crash	9/12/2016	Elementary School
2016-1198	Offense Against Family/Children	9/2/2016	Elementary School
2016-1107	Assist School District	8/16/2016	Elementary School
2016-1397	Fire Alarm	10/25/2016	Elementary School
2016-1341	DC	10/10/2016	Elementary School
2016-1327	Welfare Check	10/7/2016	Elementary School
2016-1268	Assist Fire Dept	9/17/2016	Elementary School
2016-1278	ATL/BOLO	9/8/2016	Elementary School
2016-1052	Assist Fire Dept	8/2/2016	Elementary School
2017-0339	Damage to Property	4/7/2017	Elementary School
2017-0191	Custody	2/22/2017	Elementary School
2017-0169	Assist Ambulance	2/15/2017	Elementary School
2016-1500	School Squad	11/22/2016	St. Paul School
2017-0552	Juvenile Problem	5/24/2017	St. Paul School
2017-0379	Suspicious Activity	4/14/2017	St. Paul School
2017-0671	Misc Traffic Offense	6/6/2017	St. Paul School

Calls for Service at the Manawa School District 2017-2018 School Year

Incident #	Type of Call	Date of Call	Location	
2017-1400	Disorderly Conduct	12/21/2017	High School	
2017-1393	Theft	12/19/2017	High School	
2017-1391	911 Hang Up	12/19/2017	High School	
2017-1392	Controlled Substance	12/19/2017	High School	
2017-1373	Threats to Safety	12/11/2017	High School	
2017-1378	Truancy	12/11/2017	High School	
2017-1356	Incident Against Children	12/6/2017	High School	
2017-1358	Social Media/Questionable Photographs	12/7/2017	High School	
2017-0914	Alleged Theft/Larceny	8/7/2017	High School	
2017-0837	Harassment	7/20/2017	High School	
2018-0335	Open Records Request	4/5/2018	High School	
2018-0382	Records Request	4/18/2018	High School	
2018-0424	Truancy	5/1/2018	High School	
2017-1140	Harassment-Social Media	10/8/2017	High School	
2017-1169	Mental Health Commitment	10/17/2017	High School	
2017-1280	Treats Directed At School	11/15/2017	High School	
2017-1313	Civil/Possible Stolen Property	11/22/2017	High School	
2017-1326	Truancy	11/27/2017	High School	
2017-1329	Truancy	11/28/2017	High School	
2018-0498	School Squad	5/9/2018	High School	Proactive P
2018-0099	Threats to Safety	1/30/2018	High School	
2018-0434	911 Hang Up	5/2/2018	High School	
2018-0029	Threats	1/10/2018	High School	
2018-0005	Expulsion Hearing	1/4/2018	High School	
2018-0156	Welfare Check	2/15/2018	High School	
2018-0151	Ambulance	2/14/2018	High School	
2018-0126	Fight	2/8/2018	High School	
2018-0313	Suspicious Vehicle	3/31/2018	High School	
2018-0303	Traffic	3/28/2018	High School	
2018-0293	Bunny Hop	3/24/2018	High School	Proactive P
2018-0424	Truancy	5/1/2018	High School	
2018-0347	Extra Patrol	4/6/2018	High School	Proactive P
2018-0284	Extra Patrol	3/22/2018	High School	Proactive P
2018-0393	HS Presentation	4/24/2018	High School	
2018-0392	Prom/School Squad	4/21/2018	High School	Proactive P
2018-0383	911 Hang up/misdial	4/18/2018	High School	
2018-0341	HS Presentation	4/5/2018	High School	
2018-0568	School Squad	5/25/2018	High School	Proactive P
2018-0570	Student Spraying OC	5/17/2018	High School	
2018-0535	Restraining Order Violation	5/17/2018	High School	
2018-0355	Sex Offense/Juvenile Victim	4/10/2018	High School	
2018-0354	School Squad	4/10/2018	High School	Proactive P
2018-0536	Property Damage at Old Middle School	5/17/2018	Old Elementary School	Trespassing

2018-0603	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0602	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0601	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0600	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0599	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0598	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0597	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0596	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0595	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0593	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0606	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0605	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0604	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0594	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0592	Municipal Code Violation	5/31/2018	Old Elementary School	Trespassing
2018-0539	School Squad	5/17/2018	High School/Elementary	Proactive P
2018-0257	School Squad	3/15/2018	High School/Elementary	Proactive P
2018-0254	School Squad	3/14/2018	High School/Elementary	Proactive P
2018-0250	School Squad	3/13/2018	High School/Elementary	Proactive P
2018-0380	School Squad	4/18/2018	High School/Elementary	Proactive P
2018-0426	School Squad	5/1/2018	High School/Elementary	Proactive P
2018-0426	School Squad	5/1/2018	High School/Elementary	Proactive P
2018-0399	School Squad	4/26/2018	High School/Elementary	Proactive P
2018-0006	Expulsion Hearing	12/21/2017	Elementary School	Hearing for
2018-0074	Truancy	1/22/2018	Elementary School	
2018-0103	Child Welfare	1/31/2018	Elementary School	
2018-0007	Assist Fire Department	1/4/2018	Elementary School	
2018-0050	Truancy	1/15/2018	Elementary School	
2017-0938	Animal Complaint	8/16/2017	Elementary School	
2017-1217	Welfare Check	10/30/2017	Elementary School	
2017-1232	Child Abuse	11/2/2017	Elementary School	
2018-0285	Extra Patrol	3/22/2018	Elementary School	Proactive P
2018-0516	Drug Presentation	5/14/2018	Elementary School	
2018-0533	Child Neglect	5/17/2018	Elementary School	
2018-0541	Fight	5/17/2018	Elementary School	
2018-0540	Fight	5/17/2018	Elementary School	
2018-0569	Juvenile Info	5/25/2018	Elementary School	
2018-0333	Threats	4/5/2018	Elementary School	
2018-0398	Harassment	4/26/2018	Elementary School	
2018-0375	Special/Event/Patrol	4/16/2018	Elementary School	Proactive P
2018-0353	Truancy	4/9/2018	Elementary School	
2018-0118	Fire Call	2/6/2018	St. Paul	

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Calls for Service at the Manawa School District 2018-2019 School Year (Updated 2/15/19)

Incident #	Type of Call	Date of Call	Location
2019-0091	Tobacco	2/1/2019	Jr/Sr High School
2019-0077	Handicap Parking Violation	1/25/2019	Jr/Sr High School
2019-0050	Traffic Offense	1/16/2019	Jr/Sr High School
2019-0011	Truancy	1/3/2019	Jr/Sr High School
2019-0008	Traffic Offense	1/3/2019	Jr/Sr High School
2018-1195	Truancy	12/17/2018	Jr/Sr High School
2018-1196	Truancy	12/17/2018	Jr/Sr High School
2018-1197	Traffic Offense	12/13/2018	Jr/Sr High School
2018-1171	Vandalism	12/12/2018	Jr/Sr High School
2018-1143	Security at High School	12/3/2018	Jr/Sr High School
2018-1095	Stolen Property	11/9/2018	Jr/Sr High School
2018-1092	Welfare Check	11/8/2018	Jr/Sr High School
2018-1059	Sex Offense	10/25/2018	Jr/Sr High School
2018-1050	Truancy	10/19/2018	Jr/Sr High School
2018-1047	K9 Search	10/18/2018	Jr/Sr High School
2018-1016	Threats	10/3/2018	Jr/Sr High School
2018-1008	Tobacco	10/2/2018	Jr/Sr High School
2018-0996	School Squad	9/27/2018	Jr/Sr High School
2019-0057	Hit and Run	1/18/2019	Jr/Sr High School
2019-0046	DC	1/14/2019	Jr/Sr High School
2019-0047	Truancy	1/14/2019	Jr/Sr High School
2018-1174	Tobacco	12/13/2018	Jr/Sr High School
2018-1121	School Squad	11/20/2018	Jr/Sr High School
2018-1116	Tobacco	11/16/2018	Jr/Sr High School
2018-1135	Truancy	10/9/2018	Jr/Sr High School
2019-0132	Handicap Parking Violation	2/14/2019	Jr/Sr High School
2019-0131	Suicidal Comments/Mental Health	2/4/2019	Jr/Sr High School
2019-0130	Tobacco	2/14/2019	Jr/Sr High School
2019-0112	Handicap Parking Violation	2/8/2019	Jr/Sr High School
2019-0103	Handicap Parking Violation	2/5/2019	Jr/Sr High School
2019-0108	Tobacco	2/5/2019	Jr/Sr High School
2019-0054	Truancy	1/11/2019	Jr/Sr High School
2019-0036	Tobacco	1/10/2019	Jr/Sr High School
2019-0037	Tobacco	1/10/2019	Jr/Sr High School
2019-0038	Tobacco	1/10/2019	Jr/Sr High School
2019-0027	Welfare Check	1/9/2019	Jr/Sr High School
2019-0026	Truancy	1/9/2019	Jr/Sr High School
2019-0029	Tobacco	1/7/2019	Jr/Sr High School
2019-0018	Tobacco	1/17/2019	Jr/Sr High School
2019-0017	Rotten Egg Smell	1/7/2019	Jr/Sr High School
2019-0023	Truancy	1/7/2019	Jr/Sr High School
2018-1131	DC/Battery	11/30/2018	Jr/Sr High School
2018-0936	Truancy	9/7/2018	Jr/Sr High School

2018-0964	Tobacco	9/17/2018	Jr/Sr High School
2018-0955	Lost Property	9/13/2018	Jr/Sr High School
2018-0902	Assist Ambulance	8/20/2018	Jr/Sr High School
2018-0873	Security	8/9/2018	Jr/Sr High School
2018-1165	Welfare Check	12/11/2018	Elementary School
2018-1087	School Squad	11/6/2018	Elementary School
2018-1001	Welfare Check	9/28/2018	Elementary School
2018-1200	School Squad	12/17/2018	Elementary School
2018-1161	Truancy	12/10/2018	Elementary School
2018-1149	Sexual Assault	12/7/2018	Elementary School
2018-1084	Uncontrollable Juvenile	11/2/2018	Elementary School
2018-1089	Animal Complaint	10/30/2018	Elementary School
2018-0974	School Squad	9/19/2018	Elementary School
2018-0850	Security	8/4/2018	Elementary School
2018-0855	Security	8/4/2018	Elementary School
No Calls at St. Paul School			

Calls for Service at the Manawa School District 2019-2020 School Year (Updated 12/16/19)			
Incident #	Type of Call	Date of Call	Location
2019-0952	K9 Search of High School and Middle School	9/26/2019	High School
2019-0949	Threats/Mental Health/ School Homecoming	9/25/2019	High School
2019-0939	Missing Juvenile/Truancy	9/23/2019	High School
2019-0930	Drug Possession at School	9/17/2019	High School
2019-0883	Possible Gas Leak	8/29/2019	High School
2019-1097	911 Hangup	8/15/2019	High School
2019-1098	Ambulance	10/11/2019	High School
2019-0921	Harassment at the Football Field	9/16/2019	High School
2019-0983	Tobacco Violation	8/26/2019	High School
2019-0984	Tobacco Violation	8/26/2019	High School
2019-1020	Extra Patrol	10/15/2019	High School
2019-1017	Bomb Threats	10/15/2019	High School
2019-1003	Computer Crimes	10/10/2019	High School
2019-1001	Open Door	10/10/2019	High School
2019-1004	Drug Possession	10/9/2019	High School
2019-1013	Controlled Substance	10/9/2019	High School
2019-1014	Controlled Substance	10/9/2019	High School
2019-1023	Harassment/Threats	10/16/2019	High School
2019-1052	Harassment	10/29/2019	High School
2019-1030	Concern of Self Harm	10/21/2019	High School
2019-1027	Traffic Crash	10/17/2019	High School
2019-1060	Found Property	11/2/2019	High School
2019-1157	Tobacco Violation	12/10/2019	High School
2019-1076	Vehicle Lockout	11/14/2019	High School
2019-1162	Tobacco Violation	12/12/2019	High School
2019-1173	Truancy	12/16/2019	High School
2019-1167	Fight at Grove Street Apts.	12/13/2019	Spilled over from High School
2019-0958	Assist Fire Department	9/25/2019	Elementary School
2019-1077	911 Open Line	11/14/2019	Elementary School
2019-1069	Abuse/Neglect of a Child	11/7/2019	Elementary School
2019-0995	Bomb Threats/School District	10/7/2019	Elementary School
2019-1093	911 Call from Deactivated Cell	11/20/2019	Elementary School

WPSO CALL

2019-1092	Out of Control 7 year old	11/12/2019	Elementary School
2019-1071	Out of Control 7 year old	11/11/2019	Elementary School
2019-1135	Truancy	12/3/2019	Elementary School
2019-1138	Information on New Student	12/3/2019	Elementary School
2019-0987	Out of Control 7 year old	10/3/2019	Elementary School
2019-1163	Hit and Run Crash	12/12/2019	Elementary School
2019-1161	Out of Control 7 year old	12/11/2019	Elementary School
2019-1166	Report of Child Sexual Assault	12/13/2019	Elementary School
2019-1100	Custodial Interference	9/11/2019	St. Paul's School
2019-0924	Lockout	9/16/2019	St. Paul's School
2019-0878	Extra Patrol due to Suspicious Activity	8/28/2019	St. Paul's School
2019-1056	Suspicious Activity	10/29/2019	St. Paul's School
2019-1099	Suspicious Activity	8/19/2019	St. Paul's School



Book Policy Manual

Section School Resource Officer Policy for Review

Title SCHOOL RESOURCE OFFICER PROGRAM

Code po8407

Status

8407 - **SCHOOL RESOURCE OFFICER PROGRAM**

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services, and the District's and the law enforcement agency's(ies') duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A. placement of a designated School Resource Officer in specific schools on specific days and times;
- B. development of positive law enforcement officer/student relationships;
- C. investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D. educational presentations/discussions;
- E. preventative and/or informational discussions with students/parents;
- F. patrol and supervision of various school functions;
- G. creation and implementation of crime prevention and safety programs; and
- H. performance of duties of regular patrol officers that pertain to school resource matters;
- I. a requirement the law enforcement agency(ies) to provide the District Administrator Board **[END OF OPTIONS]** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **[END OF OPTION]** The Board may request additional updates or reports. **[END OF OPTION]**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

Legal

Wis. Stat. §§ 968.07(1)(d), (2)

Wis. Stat. § 165.85(2)(c)

Wis. Stat. § 121.02(1)(i)

Wis. Stat. § 120.44 (unified school districts)

Wis. Stat. § 120.13

Wis. Stat. § 118.257

Wis. Stat. § 118.127

Wis. Stat. § 118.125

Wis. Stat. § 118.001

Wis. Stat. § 66.0301

Last Modified by Steve LaVallee on November 21, 2019



MANAWA POLICE DEPARTMENT



JAMES GORMAN, CHIEF OF POLICE

POSITION TITLE: Law Enforcement / School Resource Officer (SRO)

POSITION & PURPOSE SUMMARY

The School Resource Officer supports and facilitates the educational process within the Atlanta Public School System by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime. The incumbent will work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity.

PROBATIONARY PERIOD:

This is a sworn law enforcement position and is not exempt from FLSA overtime requirements. Eighteen-month probationary period – Refer to City of Manawa Police Department Policy

REQUIREMENTS

Two-year associate degree or 63 college credits with Wisconsin Board Certification

CERTIFICATION/LICENSE:

Valid driver's license is required.

Wisconsin Board Law Enforcement Officer Training and Standards certification required; Certification as a Peace Officer must be completed prior to making application;

PLSO / SRO training, Drug Identification, etc., a plus.

WORK EXPERIENCE:

A minimum of 1-year of work experience in the facet of law enforcement. Ability to work with youth and adults in the school setting a plus.

THIS POSITION REPORTS TO ~ The Chief of Police or his designee.

The SRO will communicate regularly with School Principals and Administration Staff. The SRO will work cooperatively with the principals, school staff and District Administrators in fulfilling the District's vision, mission and focus.

Complaints against the SRO's and corrective behavior will be addressed by the Chief of Police or his designee as stated in the Manawa Police Department Policy book and State Statutes.

DEFINITIONS ~ Both are used interchangeably

PLSO ~ Police School Liaison Officer
SRO ~ School Resource Officer

KNOWLEDGE, SKILLS, & ABILITIES

Must be able to work flexible hours, evenings and staggered shifts, holidays and weekends and/or in emergency situations and to direct traffic/pedestrians crossing busy streets around schools or on school grounds when necessary; ability to investigate suspicious circumstances, persons, vehicles, etc.

Required to work overtime including evenings, weekends and athletic events as assigned by the Chief of Police to provide maximum security coverage; must be able to work in inclement weather and able to walk, run, climb, crawl or sit for extended periods of time.

Must be able to demonstrate the ability to apply critical thinking skills in rendering solutions to various issues that arise in the schools; must be able to effectively communicate with both public and school personnel; extensive communications (verbal and written) with students, staff and internal/external stakeholders is required; will be responsible for managing behavior of victims, witnesses and others when handling or responding to incidents; requires the use of sound judgment; ability to work with youth and adults; ability to teach mini-courses to youth and adults.

Required proficiency in Microsoft Office, Outlook, and other office equipment such as incident reporting software, fax, copiers, and scanners.

Knowledge of Wisconsin Criminal and Traffic Code, City and County Ordinances, Criminal Procedures, Juvenile Law and court proceedings.

Must not have any open internal affairs investigations. Must pass criminal history, background investigation, and psychological examination.

Lastly, the ability to respond to imminent treats as a single officer for the protection and preservation of life

ESSENTIAL DUTIES

- 1). Patrol district property for suspicious activity, unauthorized persons on campus, or unauthorized entry after hours.
- 2). Provide in-service training to help administrators be better prepared to deal with security –related matters and serve as a wrap-around services team member to support student success.
- 3). Work closely with the principal and staff of the school to foster a better understanding of the law enforcement function to maintain a secure learning environment. Proactively work with the school’s leadership team and collaborate with school’s administrative team on safety protocols and procedures.
- 4). Serve as a visible and active law enforcement officer on campus dealing with law-related areas such as drugs, traffic, trespassing, fighting, and thefts. Enforce campus rules and regulations.
- 5). Conduct routine patrols of assigned facilities to include buildings, parking lots and district owned, leased, or rented property; Operate district equipment to include alarm systems, surveillance equipment, and patrol units when necessary.
- 6). Take law enforcement action to protect against unwanted intruders. Identify and prevent (through counseling and referral) delinquent behavior, including substance abuse. Make arrests only when necessary to protect students, staff and school property.
- 7). Work collaboratively with public safety agencies to serve as a liaison between school and community to deter criminal and delinquent behavior.

- 8). Conduct courses and workshops for students, staff and parents to promote social awareness, relationship skills, self-management, self-awareness and responsible decision making.
- 9). Coordinate security for crowd and vehicle control at extra-curricular activities and special events. Monitor and instruct students, visitors, and district personnel on proper and lawful campus or facility behavior. Help to define and maintain a respectful code of conduct.
- 10). Assist other law enforcement agencies with incidents involving local criminal activity that may impact the safety of the environment for students and staff. Serve as the initial first responder and school safety coordinator for campus emergencies.
- 11). Respond to calls on crimes against person or property in progress, report crimes that have already occurred, and intrusion/fire alarms; perform preliminary investigation at the scene (e.g. gather and preserve evidence, take statements). Prepare written reports, maintain daily logs, and obtain and serve arrest and search warrants as necessary; testify in court as required.
- 12). Subdue offenders and criminals by using the minimum amount of force needed to protect the officer and other persons.
- 13). Provide classroom presentations on crime prevention and fundamental concepts and structure of the law. Teach law related education, de-escalation techniques, and conflict resolution to students and staff.
- 14). Provide instructions and directions to others as it pertains to law enforcement matters and emergency situations.
- 15). Conduct security building assessments for schools; guard, check and secure doors, rooms, buildings and equipment.
- 16). Operate a two-way radio and qualify with a department issued firearm.
- 17). Provide executive protection; provide transportation to and from pre-designated places for Board Members and District Administrators.
- 18). Perform other duties as assigned by appropriate supervisory personnel and school administrators.

WORK ENVIRONMENT

- Usually works out of an office.
- May work in adverse weather conditions.
- May need to be physically aggressive to neutralize a harmful threat.
- Perform law enforcement duties in all schools related to the school district.

PHYSICAL DEMANDS/ REQUIREMENTS

Ability to walk, run, climb crawl or sit for extended periods of time. Work in inclement weather. Overtime work including evenings, weekends and athletic events as assigned by the Chief to provide maximum security coverage is required. Incumbent may spend extended periods of time patrolling and investigating crimes on District property, both in automobiles and on foot. Incumbent may be required to physically restrain parties involved in a conflict. In extreme cases, incumbent may be exposed to violent and/or armed confrontations. Physical fitness tests may be required yearly. This position may involve routine exposure to blood or body fluids. Regular attendance is required for this position. Forty-hour work weeks and over-time are expected.



4/1/2019



STATEMENT OF MEMORANDUM OF UNDERSTANDING (MOU)

Collaboration between the Manawa School District and the Manawa Police Department and respect for the important role each plays in connection with our youth are essential to the success of the mission of both institutions. Where it is necessary for local law enforcement to be present on school property, they will conduct themselves according to accepted legal practices, recognizing the responsibility and authority of school officials to manage the school environment and work with school officials to minimize any impact their actions might have on that environment.

*This Memorandum of Understanding (MOU) is being executed on **September 1, 2019** by the below listed entities:*

SCHOOL DISTRICT OF MANAWA



and

MANAWA POLICE DEPARTMENT



This document will serve as the written agreement between the Manawa School District and the Manawa Police Department. This agreement establishes the needed, commitment, and support from both entities. This document also provides a series of guidelines and policies relevant to the performance of the School Resource Officer, and will be the guiding document officers, school administrations, city administration, and students and their caregivers look to for structure and accountability. This document shall be reviewed, updated, and endorsed annually and takes into account input from all community stakeholders, including caregivers, students, and teachers. Nothing in this MOU should be construed as limiting or impeding the basic spirit of cooperation, which exists between the participating entities listed above and all community stakeholders.

I. Purpose

This MOU establishes and delineates the mission of the School Resource Officer Program, herein referred to as the SRO Program, as a joint cooperative effort. Additionally, the MOU clarifies roles and expectations and formalizes relationships between the participating entities to foster an efficient and cohesive program that will build a positive relationship between police officers, school staff, and the

students, promote a safe and positive learning environment and decrease the number of youth formally referred to the juvenile justice system.

II. Mission

The mission of the SRO Program is to promote school safety by building a positive school climate in which everyone feels safe and students are supported to succeed. The SRO Program also seeks to reduce violent crime committed by and against youth in our community. The SRO Program accomplishes this mission by supporting safe, secure, and orderly learning environments for students, teachers and staff. SROs will establish a trusting channel of communication with students, parents, and teachers and establish regular feedback opportunities. The role of the SRO is not to enforce school discipline or punish students. SROs will serve as positive role models to instill in student's good moral standards, good judgment and discretion, respect for other students, and a sincere concern for the school community. SROs will provide information on community resources available to students and parents. Goals and objectives are designed to develop and enhance rapport between youth, families, police officers, school administrators, and the community in order to promote overall student achievement and success.

III. **Goals of the SRO Program**

SRO program goals include:

1. To ensure a safe learning environment for all children and adults who enter the building.
2. To prevent and reduce potential harm related to incidents of school violence.
3. To foster a positive school climate based on respect for all children and adults in the school.
4. To create partnerships with behavioral health and other care providers in the community for student and family referral.

This SRO program is unique to the community, based on input from the school administration, teachers, faculty, students, families and community members. The program is designed to fulfill three overall roles:

- 1) Law Enforcement
- 2) Fostering Positive School Climate /Crime Prevention
- 3) Education

Law Enforcement Role – SROs are responsible for the majority of law enforcement activities occurring at the school during school hours but not general student discipline. A determination of whether an activity raises to the level of a law enforcement activity shall be made in consultation with a school administrator. Parents, students, teachers and other school personnel should bring complaints about student misbehavior to the school principal and/or designee, rather than the SRO.

While the enforcement is the role of SROs, alternatives to arrest should be used whenever possible, and arrest of students should be a measure of last resort. The SROs discretion to act remains the same as that of any other law enforcement officer.

Fostering Positive School Climate /Crime Prevention – *One of the primary roles SROs fulfill is fostering a positive school climate through relationship-building and crime prevention. Officers will engage in various activities, in consultation with school administration, teachers, and students, and should strive to build a school culture of open communication and trust between and among students and adults by focusing on officers getting to know students at the school, serving as a role model, and working with teachers and administrators to identify students who may be facing challenges and need additional resources or attention to be successful in school. Crime prevention activities include foot patrols, monitoring previous crime locations, speaking to teachers about reducing the opportunity for crimes to occur, analyzing possible crime patterns, investigating crimes, and patrolling the parking lots. Officers may also complete security surveys analyzing the physical safety of school property and facilities.*

Education –SROs should participate in the school community by becoming a member of the educational team where appropriate, and by representing the law enforcement community to build positive relationships with youth, their families, and school staff.

Whether talking to students in the hallway or delivering a presentation in the classroom, SROs are embedded in the education fabric within the school. SROs are expected to be proactive in creating and taking advantage of educational situations, and school administrators are encouraged to leverage this resource.

IV. Organizational Structure

A. Composition

The SRO Program will consist of a full law enforcement Police Department Personnel that are certified Peace Officers for the State of Wisconsin and meet all requirements as set forth by the Manawa School District and Manawa Police Department Rules and Regulations.

B. Officer Recruitment & Selection

School officials and the police department shall agree on guidelines for the selection of officers to serve as SROs. The ultimate selection process and appointment of the SRO is completed by the law enforcement agency.

SROs should meet three general criteria:

- 1) **College or degree coursework** – SROs are in an educational atmosphere and will be instructing in elementary/ middle/ high school classes. To increase credibility in this area a college education would be beneficial and preferred.
- 2) **Experience as a police officer and commitment to student well-being** – SROs must have a minimum of one-year experience as a patrol officer, be at least 21 years of age and have experience with juvenile assignments. Experience working with youth and an interest in student success, juvenile justice, child and adolescent development and psychology, and creating a positive school climate are essential.
- 3) **Successful performance** – All candidates should have proven performance as reflected by prior performance evaluations. Candidates should be free of significant disciplinary action.

C. Training Requirements

Prior to entering service as an SRO, officers shall complete a minimum of 40 hours of initial training that covers responsibilities or and limitations of SROs, Wisconsin school laws, MOUs, child development, conflict resolution, developmentally informed de-escalation and crisis intervention techniques, working with youth in a school setting and integrating SROs into a positive school environment. In addition, it is recommended that SROs receive additional training each year on topics such as trending school-based law enforcement topics, child development, adolescent psychology, trauma, conflict resolution, mental health and addiction, children with disabilities, juvenile and education law and policy, and cultural competence.

V. Operational Procedures

Chain of Command for S.R.O's: The S.R.O. will be ultimately accountable to the City of Manawa Chief of Police chain of command. However, while at the school, the S.R.O. will be additionally accountable to the principal or their designee. The S.R.O. is expected to cooperate with the school officials, including administrators and faculty. The S.R.O. will abide by school policy and respond to the requests of school officials.

The SRO's activity in the school is guided by the following procedures and supervision and evaluation shall be provided by the principals in the school district to effectively support SROs efforts and monitor their progress:

A. Duties

The primary functions of the SRO are to help provide a safe and secure learning environment, foster a positive school climate, reduce/ prevent crime, serve as an educational resource, and serve as a liaison between the school and the police department/sheriff's office. Specific daily assignments to accomplish this function will vary by school. The SRO and school principal or designee will meet on a regular basis to discuss plans and strategies to address specific issues or needs that may arise. As required by law, SROs should never be assigned to duties within schools in place of or in lieu of a certified teacher.

Basic responsibilities of the SRO will include but will not be limited to:

- 1) To enforce criminal law and protect the students, staff, and public at large against criminal activity.
- 2) Foster mutually respectful relationships with students and staff to support a positive school climate.
- 3) Provide information concerning questions about law enforcement topics to students and staff.
- 4) Provide classroom instruction on a variety of topics including, but not limited to, safety, public relations, occupational training, leadership, and life skills.
- 5) Coordinate investigative procedures between police and school administrators.
- 6) Handle initial police reports of violent crimes committed on campus.
- 7) Take enforcement action on criminal matters when appropriate and after consultation with school administrators.
- 8) Attend school special events as needed.
- 9) Prepare lesson plans as necessary for the instruction provided.
- 10) Collect data on SRO activities (arrests, citations, etc.)

B. Uniform

Normally, the SRO is in uniform.

C. Daily Schedule

To be determined by the commanding officer and the school administrators consistent with the MOU.

D. Absence/ Substitution

The school district and police department should develop and agree on a protocol for assigning and using substitute SROs when regular SROs are unavailable. Substitute SROs should, at a minimum, have the

same requisite experience as regular SROs and, ideally, should have had some training in child development, trauma, and conflict resolution in the school environment.

E. Special Events

To be determined by the commanding officer and the school administrators consistent with this Agreement.

F. Summer Activity

SROs should accomplish as much of the required training as possible during the summer months when school is not in session. SROs may still be involved in some summer projects with the school district, however, they will spend the majority of this time on Manawa Police Department assignments and law enforcement duties.

G. Role in Responding to Criminal Activity

One of the roles of SROs, as law enforcement officers, is to engage in traditional criminal investigation and report taking. As a police officer, SROs have the authority to issue warnings, make arrests and use alternatives to arrest at their discretion. SROs, however, perform their duties mindful of the parties' common goal of supporting student success. The following procedures will help SROs be as effective as possible in this role:

- 1) School staff will contact SROs to inform them of all violent or other criminal activity that creates a safety risk that occurs on the school campus. SROs and school officials shall discuss and agree in writing on what levels of violent activity would prompt school officials to notify the SROs. This information will be conveyed to all school staff. In turn, SROs will inform school administration of all criminal activity they observe on the school campus.
- 2) For any offense on school property, the SRO, working cooperatively with the school administration, will endeavor to avoid arrest and criminal involvement for misdemeanor activity. Certain offenses (felonies), such as sex offenses, weapons offenses, and any offenses of violence, will normally require the filing of charges in consultation with school officials, but should be evaluated on a case-by-case basis. The SROs powers to arrest will be governed by the State of Wisconsin Code.
- 3) The SRO and school officials shall put into place plans, such as de-escalation techniques, conflict resolution and restorative justice practices, to serve as an alternative to arrest, which will be distributed to school staff.

H. Role in School Policy Violations

SROs are not school disciplinarians and violations of the student code of conduct or school rules that are not criminal matters should always be handled by school faculty and staff, not SROs. SROs should not directly intervene unless the situation directly affects an imminent threat to the health, safety, and security of the student or another person in the school and will employ de-escalation techniques as appropriate. School discipline is the responsibility of the appropriate school administrator and clear guidelines on SRO involvement should be developed and distributed to school staff. The SRO, as a staff member, will report school policy violations through the proper channels to be handled by school administration. It is the responsibility of the SRO to become familiar with the Student Handbook or Student Code of Conduct, but it is not the responsibility of the SRO to enforce the rules in these documents.

I. Data Collection

SROs should submit a monthly activity report to the School District Administration, and his / her Chief of Police. The report should include descriptions of all activities engaged in by the SRO, including incidents or calls for service, names of students and/or staff involved, student searches, arrests, citations and/or summons issued, and other referrals to the juvenile justice system.

J. Sharing of Information

Communication and information sharing is essential to the success of the SRO program.

1. Sharing of information will be governed by Wisconsin State Statutes, Wisconsin Administrative Codes, Public Records Laws, and departmental policies, guidelines and procedures.
2. The sharing of arrest related information by the S.R.O. with school administration upon request or at the direction of the S.R.O. will involve the dissemination of arrest reports and calls for service filed with the Police Department in-house software system or from other Police agencies coming into contact with students from School District.
3. Juvenile fingerprints and photos as part of the arrest record will not be shared by the S.R.O.
4. If the S.R.O. is aware of information on a student that is officially obtained by law enforcement, which reflects that the student is in violation of school policies (Student Handbook or Athletic Code), the S.R.O. may forward that information to school administration.
5. If a Juvenile is an uncharged suspect in a crime, his / her information may not be released unless authorized by the Chief of Police or his designee.
6. Information which the S.R.O. obtains from school personnel which deals with criminal or possible criminal intelligence will be maintained by the S.R.O. as a criminal justice file. This file may be shared with other Division personnel and Criminal Justice Agencies, but will not be part of the student's school record.
7. Hearsay information or rumors will alone, not be the basis for any formal action by the SRO or the Police Department. It can be used in an intelligence capacity or to validate the need for further investigation.
8. Any information that is obtained by the S.R.O. that pertains to criminal activity occurring outside the Manawa Police Department jurisdictional limits shall be relayed to the police department of jurisdiction.
9. When any felony occurs or any crime that prompts a Public Information Officer response from the schools or the City or if a school building is evacuated the S.R.O. shall contact his immediate supervisor as soon as possible.
10. The S.R.O. shall have access to any public records maintained by the school to the extent allowed by law. Law enforcement officials may need confidential information in emergency situations based on the seriousness of the threat to someone's health or safety, time sensitivity, and the direct relationship of the information to the emergency.

1. The following procedures should be followed to facilitate a free flow of information between school officials and the SRO:

K. Role in Locker, Vehicle, Personal, and Other Searches

SROs may participate in a search of a student's person, possessions, locker, or vehicle only where there is probable cause to believe that the search will turn up evidence that the student has committed or is

committing a criminal offense. SROs will not ask a school employee to conduct a search for law enforcement purposes.

Unless there is a serious and immediate threat to student, teacher, or school safety, the Superintendent of Schools in concert with the building principals shall have final authority in the building.

The SRO may perform searches independent of the school administration only during emergency situations and where criminal activity is suspected.

- i. Strip searches of students by SROs are prohibited.
- ii. Unless there is a serious and immediate threat to a student, a teacher, or public safety, SROs shall not initiate or participate in other physically invasive searches of a student.

Limits on Interrogations and Arrests

1. **Interrogations** –SROs may participate in the questioning of a student about conduct that could result in criminal charges only after informing the student of his or her Miranda rights in age-appropriate language and informing the student’s parent(s) or guardian(s). Parents/guardians should be allowed sufficient time to arrive at school to be present for interrogation.
2. **Arrests** –Incidents involving public order offenses, including disorderly conduct, profanity, and fighting that do not involve serious physical injury or a weapon, should be considered school discipline issues to be handled by school officials rather than criminal law issues warranting formal law enforcement intervention.
 - i. School District principals or their designees shall be consulted prior to an arrest of a student when practical.
 - ii. The student’s parent(s) or guardian(s) shall be notified of his or her arrest immediately or as soon as practical and in a timely manner.
 - iii. Unless there is a serious and immediate threat to student, teacher, or public safety, SROs shall not use physical force or restraints on students.
 - iv. RSO’s shall activate his or her body camera when engaging students, responding to complaints, conducting interviews and executing an in-custody arrest.

L. Role in Critical Incidents

The SRO will be familiar with the emergency operations manual of the Manawa School District. During critical incidents occurring when the SRO is present, the SRO will normally act as a liaison between school administration, police personnel, and other emergency resources if practical.

M. Role in Truancy Issues

Truancy will be handled by school personnel. The SRO will not take an active role in the tracking of truants. The SRO will act as a liaison between the school and police personnel should police involvement become necessary due to safety concerns.

VI. School District Responsibilities

The Manawa School District shall provide the SRO with the following materials and facilities, which are deemed necessary to the performance of the SRO's duties:

- 1) Access to a properly lighted private office, which shall contain a telephone, a secure computer and printer, which may be used for general business purposes.
- 2) A location for files and records which can be properly locked and secured.
- 3) A desk with drawers, chair, work table, filing cabinet, and office supplies.
- 4) The opportunity for SROs to address teachers, school administrators and student families about the SRO program, goals, and objectives.
- 5) The opportunity to provide input regarding criminal justice problems relating to students.
- 6) The opportunity to address teachers and school administrators about criminal justice problems relating to students during in-service workdays.
- 7) The District Emergency Operations Manual, Crisis Plan, Student Handbook/Code of Conduct and other related materials as deemed appropriate.
- 8) School staff designee for referrals for counseling and other school-based and/or community based supportive services for students and families.
- 9) SROs shall respect the sensitive nature of student privacy and shall abide by all applicable confidentiality, privacy policies, and applicable laws.
- 10) Encourage attendance for secondary Assistant Principals at NASRO Basic SRO training.
- 11) Provide training to teachers, administrators, staff and SROs about when to directly involve SROs with student misconduct and about available alternatives to arrest.

VII. CRISIS PLANNING

The Manawa School District, the City of Manawa Police and the Manawa Rural Fire Departments will coordinate Crisis Planning and training. Each entity will be involved in updates and creation of new Crisis Plans. Consistency throughout the district is imperative.

Lock down drills shall be included as part of the District's preparedness plan. The Manawa Police Department shall be included in the creation of lock down procedures so that first responders may respond with efficiency and precision. Lock down procedures should be trauma-informed and consistent throughout the district.

VIII. REVIEWING THE MOU AND SRO PROGRAM

The assigned parties shall review the MOU/SRO Program annually and make adjustments as needed. Any revisions will be reflected in an updated MOU.

Complaints against the SRO shall follow the normal complaint process of the Manawa Police Department and include notice to school administrators. This process will be made known to parents and students.

IX. PROBLEM RESOLUTION

Unforeseen difficulties or questions will be resolved by negotiation between the School District Administration, Board of Education and the Police Chief for the City of Manawa Police Department, or his or her designees.

DIVISION OF COST RESPONSIBILITY

School District is responsible for 70-percent of total costs.

Any costs of training that accrue will be responsibility of the School District.

City of Manawa is responsible for 30-percent of total costs.

ENDORSEMENT BY BOTH ENTITIES

JAMES GORMAN, CHIEF OF POLICE

DATE: _____ / _____ / _____

JOHN SMITH, CITY OF MANAWA MAYOR

DATE: _____ / _____ / _____

LOGAN HASS, CITY OF MANAWA, CLERK

DATE: _____ / _____ / _____

DR. MELANIE OPPOR, SCHOOL DISTRICT SUPERINTENDENT

DATE: _____ / _____ / _____

DAN WOLFGAM, PRINCIPAL - MANAWA LITTLE WOLF JR / SR. HS

DATE: _____ / _____ / _____

MICHELLE PUKITA, PRINCIPAL - MANAWA ELEMENTARY SCHOOL

DATE: _____ / _____ / _____

JOANNE JOHNSON, PRESIDENT BOARD OF EDUCATION

DATE: _____ / _____ / _____



District Name

8 responses

Wild Rose

Witt-Birn

Iola-Scandinavia

Port Edwards

Marion

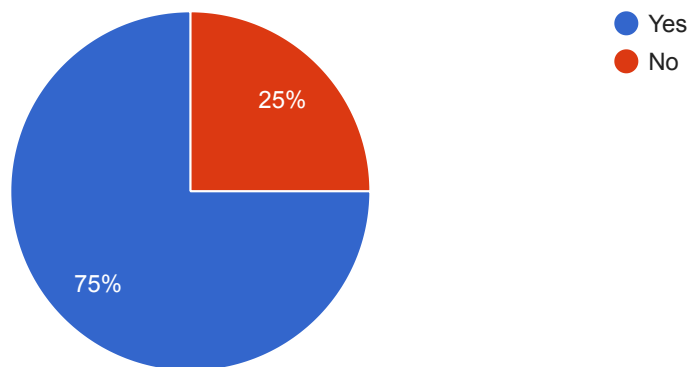
Almond-Bancroft

Gresham

MISD

Do you have a School Resource Officer?

8 responses



How many years have you had a School Resource Officer?

7 responses

20+

Approx. 20

NA

8

2

27

15

What is the School Resource Officer FTE? (i.e. specific amount of part-time or multiple officers. etc.)

7 responses

.2

Shawano County PD- services us, bonduel and Tigerton

NA

1 to 2 days per week

.5 FTE

0.5 Gresham 0.5 Bowler

1 FTE

How does your fund the School Resource Officer position? Please include the percentage of the SRO's salary and benefits the district pays.

7 responses

We budget for this expense and contract with the County for a SRO 1 day/week. If needed he is here more - we will call in his service.

Shawano County PD funds it.

NA

We budget up to \$5000 for this position and our village provides a \$5000 match. We simply get billed from the village up to our total dollar amount, but in the past 8 years we have not utilized the full \$5000.

Our resource officer is a full time Marion Police Officer. The district pays for 50% of his salary and insurance.

The Stockbridge Munsee Police Department supplies our SRO for Gresham and Bowler. I believe that it is a Grant that the Police Department receives.

District funded 100%.

What are the benefits your district has achieved by having a School Resource Officer?

7 responses

Positive law enforcement/student relationships. He is also our county DARE instructor.
Positive member of our team when dealing with difficult situations.

Support with chargeable offenses, meets with students to be proactive, a resource for many drills and incident planning, etc.

NA

Having a direct resource for students, if strong relationships are developed between the SRO and students, the students will share helpful information with the SRO. Additionally, during the past four years, our SRO started a Law Enforcement Club at school with the purpose of promoting careers in protective services...we have had several students pursue the associated fields.

* Students and staff have voiced that they feel more safe in the building.

* Marion Police have developed a stronger working relationship with the students that attend our public school.

* The SRO goes into classrooms and teaches programs such as COUNTERACT and other positive lessons.

The SRO is quick to come for student issues.

If the position is utilized effectively, the SRO can also an educator/mentor/counselor. it also helps with our ALICE procedures.

What challenges has your district encountered related to having a School Resource Officer?

7 responses

No challenges that I am aware of.

Of course with shared time, he's not always here.

NA

Changes in the Police Department have brought on changes in personnel and philosophy about the program, we are working through these changes. We have both a new Police Chief and SRO, both have been very positive and willing to work directly with the school.

There have been no challenges to speak of.

A few parents (who have children in the same grade) have expressed that they don't want their child to meet with the district SRO without them present, as they fear (in my opinion, without merit) that their child will say something that will incriminate him/herself.

We are trying to develop a program to have our SRO present to classes on drugs, vaping, human trafficking, etc...We are in our infancy with this, but are trying to have something up and running in two years....

If the relationship piece is not present and the SRO does not have background training in mental health, trauma, the position can negatively affect the school climate & culture.

What other feedback or advice would you have for a district that is considering adding a School Resource Officer?

6 responses

This has been a great service to our District and we are looking at adding more time to our budget.

Make sure they have the correct training and make sure they join the National Association of School Resource Officers. NASRO
Excellent association with great resources.

We have a MOU in place with our village and we encourage our SRO to be an active part of the school community when possible. Finally, while I stated our SRO is in the schools 1 to 2 days per week, that is an average and not direct scheduled hours. It might be 2 hours today and 4 hours tomorrow, etc...

* Utilize the DPI template for school resource officer contracts. Have your school attorney review the contract before presenting it to the SRO.

* Do everything in your power to delineate tasks/situations that should be handled by school administration, and what should be handled by the SRO.

Just make sure that the police force that you have chosen-has enough staffing. If there are issues in the police force, our SRO is not as available as they would like to be.

We considered it but chose to put more resources into mental health, trauma, and SEL.

Addressing The Use of Seclusion and Physical Restraint in Schools
2011 Wisconsin Act 125 Requirements

Coverage

Applies to both special education and regular education students.

Applies to school staff, including independent contractors and their employees, and student teachers. Does not apply to law enforcement officers working in the school.

Definitions

Defines “**physical restraint**” as a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head.

Defines “**seclusion**” as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Seclusion

Prohibits use of seclusion in public schools, including charter schools, except when:

- A student’s behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- Constant supervision of the student is maintained;
- The student has adequate access to the bathroom, drinking water, required medications, and regularly scheduled meals; and
- Seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

A room may not be used for seclusion unless:

- The room or area is free of objects or fixtures that may cause injury,
- There are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed, and
- Meets all applicable school building code requirements.

What is not considered seclusion?

Directing a disruptive student to temporarily separate himself or herself from the activity in the classroom to regain control is not considered seclusion unless the student is confined to an area from which she or he is prevented from leaving.

Directing a student to temporarily remain in the classroom to complete tasks while other students participate in activities outside of the classroom is not considered seclusion unless the student is confined to an area from which she or he is prevented from leaving.

Physical Restraint

Prohibits the use of physical restraint in public schools, including charter schools, except when:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- There are no medical contraindications to its use;
- The degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- No prohibited maneuver is used.

Prohibits maneuvers or techniques that:

- Do not give adequate attention and care to protecting the pupil's head;
- Cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen,
- Place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; and
- Constitute corporal punishment

The Act prohibits mechanical or chemical restraints. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assisting in mobility under the oversight of appropriate medical staff is not mechanical restraint.

What is not considered physical restraint?

Briefly touching a student's hand, arm, shoulder or back to calm, comfort, or redirect the pupil is not considered physical restraint.

Individualized Education Program (IEP) Requirements

The first time that seclusion or physical restraint is used on a student, the student's IEP team must meet as soon as possible after the incident.

The IEP team must review the student's IEP to make sure that it contains appropriate positive behavioral interventions, supports, and other strategies to address the behavior, and revise if necessary.

At anytime if the IEP team determines that the use of seclusion or restraint may be reasonably anticipated for the student, the IEP must include:

- Appropriate positive interventions and supports and other strategies that address the behavioral concerns based on a functional behavioral assessment; and
- Clear statements that the use of restraint and/or seclusion may be used as an intervention.

Notification and Reporting Requirements

If seclusion and/or physical restraint is used on a student at school, the principal or designee must:

- As soon as possible, but no later than 1 business day after the incident, notify the student's parent of the incident and of the availability of the written report.
- Within 2 business days after the incident, after consulting with school staff present, prepare a written report containing all of the following information:
 - The student's name,
 - The date, time, and duration of the incident,
 - A description of the incident including a description of the student's behavior before and after the incident, and
 - The names and titles of school staff present during the incident.
- The written report must be kept at the school and made available for review by the student's parents within 3 business days of the incident.

Each year, by September 1, the principal or designee must submit to the school board a report:

- on the number of incidents of seclusion and physical restraint in the previous year,
- the total number of students involved in the incidents, and
- the total number of students with disabilities involved in the incidents.

Training Requirements

Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:

- Methods of preventing the need for physical restraint;
- Instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- Experience in administering and receiving various types of physical restraint;

- Instruction on the effects of physical restraint on the person restrained, methods of monitoring signs of physical distress, and techniques for determining when medical assistance may be needed;
- Instruction in documenting and reporting incidents of physical restraint; and
- Demonstration of proficiency in administering physical restraint.

Each school where physical restraint may be used must have at least one staff member who has received training.

The school must keep a record of the training received by the staff member(s) including information regarding how long the training is considered valid by the training program.

Unforeseen Emergency Exception:

School staff who have not received the prescribed training in physical restraint may use physical restraint on a student at school:

- only in an emergency, and
- only if school staff members who have received training are not immediately available.

Authority under other statutory provisions

Nothing in the Act affects the ability of school staff to remove a student from class under current law (section 118.164 (3) (b) of the Wisconsin Statutes).

Nothing in the Act affects the ability of school staff to use the exceptions to the prohibition on corporal punishment under current law (section 118.31 (3) of the Wisconsin Statutes).