

# WEST LINN POLICE DEPARTMENT

## SCHOOL RESOURCE OFFICER (SRO) INFORMATION 2020



# SRO POSITION OVERVIEW

The West Linn Police Department recognizes and supports the need for safe schools and a safe learning environment for our youth. In furtherance of that goal, the West Linn Police Department School Resource Officer (SRO) shall work in partnership with West Linn Wilsonville School District (WLWSD) officials toward this end.

School Resource Officers will work to maintain a safe and secure learning environment by working with school district staff to identify and mitigate security and safety issues. The School Resource Officer will participate in training of school district staff in safety drills and discussions designed to promote and maintain the safe learning environment.

School Resource Officers will assist with classroom presentations on relative topics when requested and able. They will also work with individual students and families and other school staff members with counseling and guidance efforts when requested and appropriate. The SRO will encourage teamwork, partnerships, cooperation and coordination between their supervisors and the school administrators and their staff.

School Resource Officers are expected to keep the school principal or their designee informed about law enforcement action which occurs on school property and/or which may involve a student. This, of course, will occur consistent with the laws of the State of Oregon. Information on cases that are worked off-campus by the West Linn Police Department or other agencies involving students on a campus served by the SRO will be provided to the SRO, but the SRO will not normally be actively involved in off-campus investigations. The SRO will stay apprised of active Department of Human Services (DHS) cases that originate both outside of school and from within.



# WLPD SRO HISTORY

The West Linn Police Department has filled an SRO position since 1995, with an officer working out of an office at West Linn High School. The SRO is responsible for covering WLHS, Rosemont Ridge Middle School, Willamette Primary, Trillium Creek Primary, Cedaroak Park Primary, Sunset Primary, and Bolton Primary Schools. The WLPD SRO assists the Wilsonville SRO when needed.



## SRO STUDENT REFERRAL INFORMATION

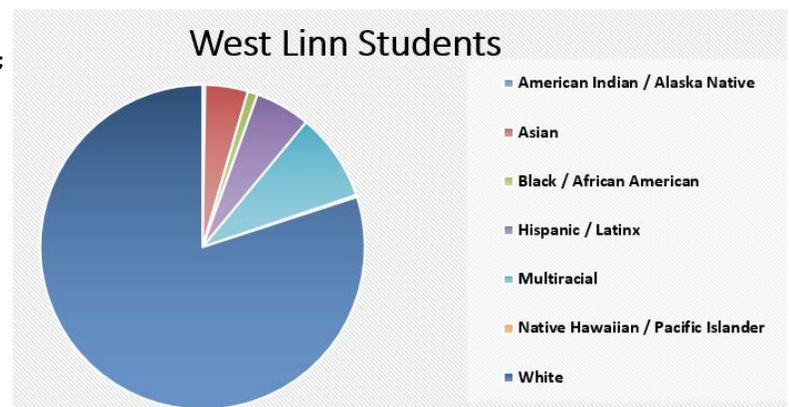
A referral is made to the Clackamas County Juvenile Department (CCJD) anytime a person under 18 is alleged to have committed a crime. The CCJD will review the submitted reports, then make any decision to charge the juvenile, or use diversion or counseling to resolve the situation.

During the current School Resource Officer's assignment (2017/18 school year to present), a total of 22 referrals were made to the CCJD.

The referral break down by race was -19 White, 2 Black, and 1 Asian. The referrals were for: Theft, Harassment (unwanted physical contact), Disorderly Conduct, and Minor in Possession (Tobacco/Alcohol/Marijuana). All referrals made during this time resulted in diversion or counseling.

The break down for total reports taken during the three school years; 2017/18-48 reports, 2018/19-94 reports, 2019/20 (Covid 19 shortened year, September thru March)-58 reports, for a total of 200 reports written. This is not an accurate number of incidents the School Resource Officer dealt with, just the number that rose to the level that a report was justified.

School Year 2018-19	
Bolton	334
Cedaroak Park	277
Sunset	391
Trillium Creek	545
Willamette	478
Rosemont Ridge	743
West Linn High School	1,877
<b>Total Students</b>	<b>4,645</b>



## COST FOR SRO TO WLWV

The West Linn SRO cost for the school district is projected at \$55,000 for the 2020-21 school year.



# SRO POSITION DESCRIPTION

The School Resource Officer duties include providing safe learning environments in West Linn schools, providing valuable resources to school staff members, fostering positive relationships with youth, developing strategies to resolve problems affecting youth and protecting all students, so that they can reach their fullest potentials. The three main roles of the School Resource Officer are, educator (i.e. guest lecturer), informal counselor/mentor, and law enforcement officer.

## General Requirements for the School Resource Officer

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The following considerations will be used in evaluating employees for promotion or transfer to a specialty assignment: **School Resource Officer**

- (a) Present a professional, neat appearance.
- (b) Maintain a physical condition which aids in their performance.
- (c) Demonstrate the following traits:
  1. Emotional stability and maturity.
  2. Stress tolerance
  3. Sound judgment and decision-making.
  4. Personal integrity and ethical conduct.
  5. Leadership
  6. Initiative
  7. Adaptability and flexibility.
  8. Ability to conform to organizational goals and objectives in a positive manner

## Desirable Qualifications for the School Resource Officer

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The following qualifications apply to consideration for assignment to additional duties, transfer, and/or promotion: **School Resource Officer**

- (a) Three years' experience
- (b) Off probation
- (c) Has shown an expressed interest in the position applied for
- (d) Education, training and demonstrated abilities in related areas; such as, enforcement activities, investigative techniques, report writing, public relations, etc.
- (e) Complete any training required by the Department of Public Safety Standards and Training or law

# SRO SELECTION PROCESS

The following criteria apply to transfers or additional assignment: **School Resource Officer**

**(a)** Administrative evaluation as determined by the Chief of Police. This shall include a review of supervisor recommendations. Each supervisor who has supervised or otherwise been involved with the candidate will submit these recommendations.

**(b)** The supervisor recommendations will be submitted to the Division Captain for whom the candidate will work. The Division Captain will schedule interviews with each candidate.

**(c)** Based on supervisor recommendations and those of the Division Captain after the interview, the Division Captain will submit his/her recommendation(s) to the Chief of Police.

**(d)** Appointment by the Chief of Police



## SRO TRAINING

The West Linn Police Department's School Resource Officers attend the National Association of School Resource Officers (NASRO) Basic School Resource Officer Course. This is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff.

The WLPD SRO must maintain all Oregon Department of Public Safety Standards and Training requirements during the SRO assignment. SRO's will also seek out and attend training designed to further their knowledge and skills set in the School Resource Officer Position.

The SRO will take part in monthly meetings with Clackamas County School Resource Officers, the TVF&R Youth Fire Intervention/Prevention meeting, and the West Linn Wilsonville School District Safety Committee meeting. They will also attend the quarterly TriMet School Resource Officers meetings and the Oregon School Resource Officers Association (OSROA) annual conference.

# SRO REFERENCE MATERIAL

The following is the Summary page from the NASRO 2012 report "To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools." with the hyper link to the full report at the end.

**"Overwhelmingly, individuals in the law enforcement community got into this profession to help people; there is no greater opportunity to help someone than in the role of school resource officer. These law enforcement officers are presented with opportunities on a daily basis to help a child out of a bad situation or to help a child turn their lives around."**

This Report, To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, addresses recent criticism of policies by public school officials to fashion campus safety plans around interagency partnerships, not the least of which involve the use of law enforcement personnel known as school resource officers (SRO).

This aspect of education law, now commonly known as "school safety law," has been the subject of considerable and thoughtful development over the last thirty years. However, recent criticism has called into question the fairness and effectiveness of this type of interagency collaboration in the school context. By focusing on child welfare reform, student rights, victim's rights, and liability, the Report corrects misimpressions about the purpose and use of school resource officers as an integral part of school safety teams, primarily by documenting the success of public educators maintaining a safe campus climate using the team approach. The goal of the Report is to provide uncluttered reference points for school policymakers as they conduct needs-assessments in response to legitimate, local safety incidents. The arguments set forth by the critical commentary muddle policymaking, suffering from an inherently superficial and flawed methodology. Therefore, the focus of this Report is to more accurately explain school resource officers and the role they play in supporting educational objectives. School resource officers experience a distinctive and welcomed role in the campus community and enjoy an effective relationship with the school officials with whom they serve.



**The main points addressed are straightforward:**

- Educators are succeeding in maintaining a safe campus climate;
- Local interagency partners are all in on the goal of balancing campus safety alongside student rights and the rights of victims;
- Attacks against the school resource officer are superficial and polemical; and
- SROs are effective in reducing campus disruptions while enhancing feelings of school safety by educators, parents, and students.

The emphasis herein is pragmatic: public educators are too purposeful and committed to child welfare to confuse juvenile justice with the education mission. Therefore, campus safety policies are dependent on and interactive with the education mission. The collaborative approach to campus safety is a proven means to fulfill the statutory and constitutional duty to maintain a safe and effective learning environment. The language of the Report is evidentiary: it presents the history of community-oriented, collaborative reform as a context for seeing its school-based component as a successful model, tailored to preserve the educational climate while looking after the needs of all students. The interagency model is not itself a substantive policy. Rather, it combines core competencies logically and proactively, enhancing both assessments and decision-making. Seen in this way, the effective use of the school resource officer is an object lesson in the public school context: merging information and resources to eliminate disruptions, reduce victimization, increase school attendance, and improve the learning environment.

This school safety law model does not foster a “school-to-jail pipeline.” Interagency teamwork does not divest any participating agency of functions and duties given by law that enable its specific mission. Nor does it foster aggrandizement of the authority of other agencies. This criticism of school resource officers reflects a fundamental misunderstanding of comprehensive interagency reform. The “school-to-jail pipeline” rhetoric is also misled as to juvenile law and victims’ rights, giving insufficient weight to the truth that as the gravity of a campus incident increases, the authority of collaborating agencies to exercise discretion decreases sharply. Therefore, future discussions of school safety policy reform should proceed along two predictable, but separate branches of inquiry. The first branch looks at the degree to which the campus team applies the interventions, remedies, and consequences required by law for serious misconduct on campus. This is a ministerial duty of the highest order. Should this branch fail to hold its weight, then the campus safety enterprise collapses for lack of sincerity, commitment, and goodwill. The second branch looks to the firm science of child-welfare reform law: how well the team collaborates to produce outcomes that balance the duty to preserve the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. The welfare of children compelled to attend public schools is not compromised by school resource officers, but is at-risk without them.

<https://www.nasro.org/clientuploads/About-Mission/NASRO-To-Protect-and-Educate-nosecurity.pdf>