Text that is not highlighted is the recommended text from KSBA.
Highlighted text reflects the previous work of the Policy Committee
Text highlighted in yellow reflect changes based on input from Policy Committee from the January 19, 2022 meeting.

ADMINISTRATION 02.31

School Safety ~~Resource~~ Officers (SSOs~~SROs~~)

DEFINITION

(1) "School resource officer" or "SRO", as defined in KRS 158.441, means an officer who has specialized training to work with youth at a school site and is:

(a) 1. A sworn law enforcement officer; or

2. A special law enforcement officer appointed pursuant to KRS 61.902; and

(b) Employed:

1. Through a contract between a local law enforcement agency and a school district;

2. Through a contract as secondary employment for an officer, as defined in KRS 16.010, between the Department of Kentucky State Police and a school district; or

3. Directly by a local Board of Education.[1]

(2) "School safety officer" or "SSO" means school resource officer who is employed directly by the District. All SROs serving in the District shall be referred to as SSOs.

PURPOSE AND GOAL: SAFER SCHOOLS AND SAFER STUDENTS

The Board is responsible for the general management and control of schools in the District[2], including ~~The District is responsible for~~ providing a safe environment for students, staff, and visitors. Every student should have access to a safe, secure, and orderly school that is conducitve to learning. [3] ~~A safe school environment is a fundamental requirement for student success~~. Central to that responsibility is the implementation of a fair and equitable system of behavior supports and interventions for all students. School administrators are expected to develop and implement a plan with teachers to ensure that expected behaviors are intentionally taught, modeled, learned, and reviewed to ensure ~~student~~ understanding and success by students, school staff, and SSOs. The District's commitment to achieving racial equity through awareness, action, and accountability must be embedded in all school and District practices, to ensure that all students are treated fairly and without discrimination.

Critical to school safety and student success is the importance of building and sustaining positive adult-to-student relationships that: celebrate and recognize positive student behavior; incorporate cultural competence; use age- and developmentally-appropriate strategies; and are based on mutual respect and two-way communication.

A central goal of implementing this system of strategies to develop positive relationships in schools is reducing the number of students who become engaged with the juvenile justice and criminal justice systems.

The purpose of the program is not to enforce or administer matters of school discipline and student conduct. Such matters ~~which~~ are the responsibility of other District or school personnel. The purpose of the SSO ~~SRO~~ program is to: promote and foster a safe environment in schools, at school-sponsored events, and on school transportation; provide a law enforcement presence on

school property and at school-sponsored events; enhance educational programs relating to safety and positive behaviors; build positive relationships with students to support academic success and personal growth; ~~and~~ provide a liaison to community and law enforcement agencies; and contribute to the District focus on building trusting relationships in school communities through approaches such as restorative practices, positive behavior interventions and supports, social-emotional learning, and trauma-informed practice. The primary domain of activity for an SSO is outside the school building, except when called to respond to an incident or emergency by the principal or District administrator. An SSO shall work to develop strong working collaborative relationships with principals; other school administrators; and with School Safety Administrators, whose primary domain of activity is within school buildings.

The goal of the SSO program is to promote safer schools and safer students by employing law enforcement officers with high levels of specialized school-specific and student-focused training to work proactively with others in the school community to create a safer ~~more safe~~ and more supportive learning environment for all students. SSOs shall work as a team with administrators and teachers to develop strategies to protect and support all children so they can reach their fullest potential.

The SSO program is one component of a broader effort within schools and the District central office to ensure a safe learning environment for students, staff and community. Schools are safer when administrators, teachers, and staff work intentionally to:

- Actively engage students in authentic learning that matters to their sense of self and personal development.
- Build a culture and climate that foster and sustain attitudes, beliefs, values, and practices that promote success for all students.
- Make racial equity foundational to all school systems and practices.
- Develop and implement a comprehensive system of supports to address student mental health, social, and emotional needs, and the roots of disruptive behavior.
- Collaborate closely with appropriately trained and equipped law enforcement professionals – SSOs – to promote and foster a safe environment for students, faculty, staff, and the school community.

~~The purpose of the program is not to enforce or administer matters of school discipline and student conduct which are the responsibility of other District or school personnel.~~

ROLES AND EXPECTATIONS

- An SSO ~~SRO~~ will have such training, certification, and commission as is required by provisions of KRS Chapters 15, 61, and 158.
- In addition to requirements established under state law for SROs, an SSO shall meet all additional training and other requirements established by the District in the SSO job description and in procedures to implement this policy.
- Per KRS 158.4414, an SSO ~~SRO~~ who fails to successfully and timely complete SRO training requirements shall lose their ~~his/her~~ SRO certification and shall no longer work in ~~a school~~ the District as an SSO. An SSO who fails to meet other requirements established by the District shall be subject to the provisions of the policies and procedures governing employee discipline.

- An SSO shall ~~SRO is~~ also ~~expected to~~ obtain training on the use of physical restraint and seclusion ~~as required of all school personnel~~ including additional training applicable to "core team" school personnel designated to respond to dangerous behavior.
- An SSO ~~SRO~~ is vested with law enforcement jurisdiction and authority as described in KRS 61.902 to KRS 61.930 and other applicable law, including, but not limited to, investigating and responding to possible criminal offenses and to health or safety threats to students or school personnel.
- As authorized under the Family Educational Rights and Privacy Act ("FERPA"), SSOs and all staff ~~other officers~~ within the Department of Security and Investigations, ~~SROs~~ are designated as the District's "law enforcement unit" under the Chief Operations Officer possessing ~~the~~ law enforcement authority and exercising safety and security functions as described in state law and referenced above. Records created and maintained by an SSO ~~SRO~~ for a law enforcement purpose do not constitute education records under FERPA.[3] District staff other than law enforcement personnel are not responsible for the creation of law enforcement records and are expected to observe restrictions on access to such records. An SSO ~~SRO~~ is expected to provide guidance and insight to District officials and staff on such restrictions.

NATURE OF EMPLOYMENT

An SSO ~~SRO who is directly employed by the District~~ is a classified employee. An SSO ~~SRO~~ is therefore generally covered by District classified employee policies, including, but not limited to, policies regarding terms and conditions of employment; fringe benefits; employee discipline; and reductions in force.[4] However, as applied to an SSO ~~SRO~~, such general District classified employee policies may be subject to the terms of their~~his/her~~ contract with the District; their~~his/her~~ job description; and their~~his/her~~ authority to carry out certain law enforcement functions as permitted by law. In accordance with KRS 61.926, 527.020, and 527, 070, as applicable, each SSO shall be armed with a firearm, notwithstanding any provision of Board policy, school council policy, or memorandum of agreement.[5]

TRAINING REQUIREMENTS

All ~~Effective January 1, 2020, all~~ SSOs ~~School Resource Officers (SROs)~~ shall successfully complete forty (40) hours of annual in-service training that has been certified or recognized by the Kentucky Law Enforcement Council for SROs, as well as all other additional training requirements for SSOs established by the District. Any SSO ~~SRO~~ who fails to successfully complete the state-mandated training requirements within the specified time periods, including approved extensions, shall lose their ~~his/her~~ SRO certification and shall no longer serve in the capacity as an SSO ~~work in a school~~. An SSO who has lost SRO certification due solely to the officer's failure to meet state training requirements may regain certification status as an SRO upon completion of the training deficiency, and may resume service in the capacity as an SSO. An SSO who fails to meet other training requirements established by the District shall be subject to the provisions of the policies and procedures governing employee discipline.

As set forth in KRS 158.4414, the course curriculum for in-service training certified or recognized by the Kentucky Law Enforcement Council for SROs, shall include but not be limited to:

(1) Foundations of school-based law enforcement;

(2) Threat assessment and response;

(3) Youth drug use and abuse;

(4) Social media and cyber security;

(5) School resource officers as teachers and mentors;

(6) Youth mental health awareness;

(7) Diversity and bias awareness training;

(8) Trauma-informed action;

(9) Understanding students with special needs; and

(10) De-escalation strategies.

Course curriculum for additional District-mandated SSO training shall include, but not be limited to:

(1) Bullying;

(2) Cross-cultural communication and bias awareness training;

(3) De-escalation strategies;

(4) Multi-Tiered Systems of Support and Positive Behavior Interventions and Supports (MTSS and PBIS);

(5) Restorative Practices;

(6) Safe Crisis Management;

(7) Student Support and Behavior Intervention Handbook;

(8) Trauma-informed action;

(9) Understanding students with special needs;

(10) Youth mental health awareness;

(11) Weapon qualification;

(12) Drug rehabilitation resources;

(13) Suicide prevention;

(14) Use of trained interpreters when engaging with a student, family member, or other individual whose first language is not English;

(15) Family Educational Rights and Privacy Act (FERPA); and

(16) All trainings required by the District for classified employees.

Principals and School Safety Administrators shall be given training and guidance regarding positive and effective relationships with SSOs, including the circumstances under which requesting support from an SSO is appropriate, and when it is not appropriate.

DATA COLLECTION, ANALYSIS, REPORTING, AND PROGRESS MONITORING

1. The SSO Standard Operating Procedures Manual, as described below, shall include detailed guidance for the reporting of incidents by SSOs, including but not limited to: the types of incidents that must be reported; the information required; the form of documentation; and the delivery, storage, and maintenance of incident reports,

2. The Executive Administrator of Security and Investigations shall create a Data Review Team to establish program goals and metrics to assist in measuring progress toward meeting those goals. The Chief of Accountability, Research and Systems Improvement/designee shall assist the Data Review Team in establishing metrics and data collection and analysis protocols. The Data Review Team shall include the Chief Equity Officer/designee, the Assistant Superintendent of Culture and Climate/designee, Chief of Exceptional Child Education/designee, and three mental health professionals, who may include, but are not limited to, a school psychologist, counselor, or mental health practitioner,
3. The Chief Operating Officer shall prepare regular reports for the Superintendent and the Board outlining program implementation activities, progress towards meeting goals, challenges, next steps, and program needs. Reports ~~Presentations~~ to the Board shall be provided at least twice a year ~~regularly~~ as determined by the Board Chair and the Superintendent, and quarterly through the end of the 2022-23 school year.
4. The Chief Operations Officer shall establish an SSO Community Data Review Team, which shall meet at least quarterly to review and analyze aggregate data regarding incidents reported by SSOs and make recommendations to the District regarding the SSO program. The SSO Community Data Review Team shall include individuals with knowledge and expertise regarding data analysis, violence prevention, justice-involved youth, racial equity in the school setting, and other pertinent matters.
5. As Racial Equity and Culture and Climate are two of the three pillars of the District, the Data Review Team shall closely monitor, consistently report, and actively work to reduce both racial disproportionality in and the overall number of citations, arrests, and other law enforcement involvement with students.
6. The Chief Operations Officer/designee shall establish a process whereby authentic student feedback regarding the School Safety Program and SSOs is collected, analyzed, and shared with District leadership and the Board.
7. The Chief Operations Officer/designee shall notify the Superintendent, General Counsel, and all Board members, as soon as possible and within three (3) days, of all incidents in which an SSO:

    a. Detains a student under the age of eighteen (18) into custody under KRS 610.190 for an offense for which an adult could be arrested, including a physical detention to another location and a detention that results in the issuance of a citation and release;

    b. Arrests an adult student including a physical arrest to another location and an arrest that results in the issuance of a citation and release;

    c. Arrests an individual who is not a student;

    d. Unholsters a firearm or Taser; or

    e. Discharges a firearm or Taser.

STANDARD OPERATING PROCEDURES MANUAL

The Superintendent/designee shall prepare an SSO Standard Operating Procedures (SOP) Manual to provide operational guidance to the Office of School Safety and School Safety Officers (SSOs). The SOP Manual shall provide written processes that describe in detail how to perform tasks specific to the SSO program to meet statutory, regulatory, and Board policy standards; establish

expectations for high quality operations; and to create a culture of accountability and continuous improvement.

Using national best practices and procedures for school resource officer programs, the District shall establish an SOP Manual Team, including members from District departments and the community, to develop SSO SOPs. The manual shall be reviewed and updated by a reconstituted SOP Manual Team at least once every two years, and as needed.

SUPERINTENDENT TO REPORT

No later than November 1 of each year, the Superintendent shall report to the Center for School Safety the number and placement of SSOs ~~SROs~~ in the District. The report shall include the source of funding and method of employment for each position.

REFERENCES:

[1]KRS 158.441
[2]KRS 160.290
[3]20 U.S.C. 1232(g)(a)(4)(ii); 34 C.F.R. § 99.8
[4]KRS 161.011
[5]KRS 61.926~~61.902 – KRS 61.930~~; KRS 527.020; KRS 527.070
~~New Section of~~ KRS 158.440 – KRS 158.4461

RELATED POLICIES:

09.14; 09.2211; 09.227; 09.422; 09.425; 09.4361