Crosby Police Department

SCHOOL RESOURCE OFFICER

POLICY

The primary purpose of this policy is to provide guidelines which define the relationship between law enforcement agencies and the schools utilizing school resource officers (SRO). It will further facilitate the understanding of this relationship with regards to criminal matters and law enforcement situations, which will arise at the local school level. The goal of the SRO programs is to provide safe learning environments, provide valuable resources to school staff members, foster a positive relationship with students and develop strategies to resolve problems that affect our youth with the goal of protecting all children, so they can reach their fullest potential.

GUIDING PRINCIPLES

1. The SRO employed by Crosby Police Department/Crosby-Ironton School should be carefully selected, thoroughly trained, and appropriately equipped to fulfill their role within the school community. The SRO should actively engage in early prevention and early intervention educational programs that focus on and support student needs.

2. SROs shall be specially trained in the principles and standards identified in MN Statute 626.8482, subdivision 4 which recognize the unique role of an SRO to foster positive relationships, open communication and mentorship while providing a safe and constructive environment for students, staff and visitors in the school setting.

3. SROs are expected to recognize and consider alternatives to formal criminal referral such as diversion and restorative justice programs where possible and as appropriate for the incident, the involved students and families, victim(s) and the larger school community.

4. When a criminal incident also involves a violation of school rules, SROs should consider referral of the matter to school authorities in lieu of formal criminal referral, as appropriate for the incident, the students and families involved, the victim(s) and the larger school community.

5. Nothing in this policy should be construed as limiting any other duty or responsibility imposed on peace officers; the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

DEFINITIONS

School: means an elementary school, middle school, or secondary school, as defined in MN Statute 120A.05, subdivisions 9, 11 and 13.

School Resource Officer or SRO: refers to a licensed peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the peace officer's regular responsibilities through the terms of a contract between the peace officer's employer and the designated school district or charter school.

Positive School Climate: refers to a school environment that makes students feel safe, supported and welcome.

Developmentally Appropriate Practices: means individualized, responsive care that is appropriate for the child's age, cultural context, disability status and personality.

Great Bodily Harm: has the same meaning given to it in MN Statute 609.02, subdivision 8.

Prone Restraint: has the same meaning given to it in MN Statute 121A.58, subdivision 1(c).

Custodial Arrest: refers to the actual, physical restraint of a person and their subsequent detention. Custodial arrest may occur with or without a warrant depending on the circumstances.

De-escalation: refers to the methods and actions taken to decrease the severity of a conflict, whether physical or verbal in nature.

PROCEDURE

GENERAL CONTRACTUAL AGREEMENTS

The law enforcement agency's contract with a school district or charter school shall define the SRO duties in compliance with MN Statute 626.8482, subdivision 2. Additionally, SRO contracts entered into by this agency:

- must address a mutually agreed upon policy regarding the use of plain clothes, modified uniforms, and other changes to SRO attire with the goal of fostering a positive school climate, facilitating the establishment of positive relationships with students, and promoting open communication,
- shall articulate the role, if any, of the school district in the selection, vetting and retention of the SRO,

- should address how the SRO will be informed of school district resources available to school staff to assist with de-escalation of conflicts in school, e.g. specialized crisis teams, mediation opportunities, etc., and
- shall establish a public notification process that an SRO will be present in the schools.

A school district or charter school may contract with the agency to perform duties that are in addition to those described above.

DUTIES AND TASKS

Fostering a Positive School Climate and Constructive Relationships. In order to facilitate a positive school climate and constructive relationships with students, SROs should:

- consider establishing a presence at times that allow opportunities to build connections and relationships,
- should establish connections based upon mutual trust and respect while encouraging communication, and
- act as a resource for educating students on what concerns should be reported to a responsible adult.

Collaboration and Campus Safety. SROs employed with this agency are expected to work in collaboration with the schools to provide campus safety training. In doing so, SROs should:

- use developmentally appropriate practices that take into consideration differences in culture, language, trauma and an individual's disabilities,
- use methods that help ensure school safety and security, focusing on safety over violence, and
- encourage students to ask questions about school safety.

Crisis Intervention and De-escalation. SROs are often required to make assessments of rapidly evolving situations, analyze potential responses, and act upon various levels of safety concerns. Crisis intervention and de-escalation strategies should be used whenever possible in response to crisis or safety situations. The safety of the individual, SROs, school staff, students, and others present should not be compromised during de-escalation tactics. To that end, SROs should understand and use developmentally appropriate principles of evidence-based crisis intervention and de-escalation strategies. These strategies include, but are not limited to:

- being empathetic and non-judgmental,
- respecting the personal space of others,
- using non-threatening nonverbal communication,
- avoiding complex questions, and
- giving individuals an appropriate amount of time to make decisions.

Use of Force. If an SRO must use force in the school, the force shall comply with the agency's use of force policy and all applicable Minnesota Statutes. When force is necessary, SROs should try utilizing special tactics and techniques, including de-escalation, to minimize the level of force required to render a situation safe. SROs shall also minimize the use and duration of physical restraints, including the prone restraint, on students whenever possible. When reasonable, SROs should use the least restrictive physical intervention techniques. To that end, SROs should only use the amount of force that reasonably appears necessary given the facts and circumstances perceived by the SRO at the time of the event to accomplish a legitimate law enforcement purpose.

When force is utilized on a student, as with any other use of force incident, SROs shall assess the condition of the student(s) and render aid as needed. This includes restoring the student to a non-prone or non-restrained position as soon as practical.

Use of force considerations for SROs in the schools include:

- the immediacy and severity of the threat or potential injury to the SRO and/or bystanders,
- the conduct of the individual being confronted, as reasonably perceived by the SRO at the time,
- the personal characteristics of a subject and SRO (such as age and/or maturity, physical size, and physical abilities),
- the subject's ability to understand and/or comply with SRO commands (is the student impaired by drugs/alcohol, experiencing reduced mental capacity, or is the student known to have an education plan or accommodations?),
- the presence or proximity of weapons or dangerous improvised devices,
- the degree to which the individual has been effectively restrained and his/her ability to resist despite being restrained,
- the availability of other reasonable and feasible options and their possible effectiveness (seriousness of the suspected offense),
- the immediate need for intervention versus allowing time and distance for de-escalation,
- the training and experience of the SRO,
- whether the subject appears to be resisting, attempting to evade arrest by flight, or is attacking the SRO,
- the risk and foreseeable consequences of the subject's escape,
- whether the conduct of the subject being confronted no longer reasonably appears to pose an immediate threat to [*officers*] or others,
- prior contacts with the subject and knowledge of their propensity for violence, and
- any other exigent circumstances.

When a criminal incident also involves a violation of school rules, SROs should consider referral of the matter to school authorities in lieu of formal criminal referral, as appropriate for the incident, the students and families involved, the victim(s) and the larger school community.

SROs should exercise age-appropriate practices when interacting with children, and developmentally appropriate practices with youth and individuals known to have physical, mental health, developmental or intellectual disabilities recognizing that the individual's disability may affect their ability to understand or comply with commands from SROs.

Arrest Considerations. As much as is reasonably practical, SROs should utilize alternatives to formal criminal charges. These alternatives include, but are not limited to, diversion and restorative justice programs. Formal charge alternatives may be used when appropriate for the incident, the students and families involved, and for victim(s) as well as the larger school community.

Custodial arrests in school should be avoided if reasonably practical. If a custodial arrest is necessary due to exigent circumstances or other public safety concerns, if practical, the arrest should be made in a non-communal area away from the view of other students. When possible, appropriate school staff should be notified of custodial arrests prior to the arrest being conducted. If it is not possible to give school staff prior notice, the SRO should notify school staff as soon as practical after a custodial arrest has been made.

TRAINING

Except as provided for in bullet points below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in MN Statute 626.8482, subdivision 4 prior to assuming the duties of a SRO. Whenever practicable, it is preferable that a peace officer completes the training required under this section prior to filling the role of SRO.

- A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated by MN Statute 626.8482, subdivision 4, before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to MN Statute 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- If the agency is unable to provide the required training course to an [*officer*] prior to when they assume the duties of a school resource officer, the [*officer*] must complete the required training within six months of assuming the duties of a SRO. The [*officer*] is not required to perform the duties described in MN Statute 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the [*officer*] has completed the required training course. The [*officer*] must review any policy adopted by the agency pursuant to MN Statute 626.8482, subdivision 6 before assuming the other duties of a school resource officer.

An SRO will complete a refresher course at a minimum of once every three years. For each school resource officer employed by an agency, the chief law enforcement officer

must maintain a copy of the most recent training certificate issued to the [*officer*] for completion of the training mandated under this section.

Substitute SROs. [*Officers*] serving as a substitute SRO for fewer than 60 student contact days within a school year are not obligated to complete the required training or perform the duties described in MN Statute 626.8482, subdivision 2 (a)(4-5). Substitute SROs, however, must review and comply with any policies adopted by the agency regarding SROs.

DATA PRACTICES

The contract between the school district and the law enforcement agency must address data practices policies and procedures. These procedures and policies shall identify the education records that can be shared with the law enforcement agency generally and with the SRO specifically and for what purposes. Law enforcement records that contain student and parent data that are maintained by the law enforcement agency shall be governed by the agency's data practices policy and in compliance with the requirements of the Minnesota Data Practices Act, MN Statutes, Chapter 13, and MN Rules 1205.0100 and 1205.2000.

STATUTORY REFERENCES

- GOVERNMENT DATA PRACTICES ACT (CH 13)
- MN STATUTE 609.06 – Authorized Use of Force
- MN STATUTE 609.066 – Authorized use of Deadly Force by Peace Officers
- MN STATUTE 626.8452 – Deadly Force and Firearms Use; Policies and Instruction Required
- MN STATUTE 626.8475 – Duty to Intercede and Report
- MN STATUTE 626.8482 – School Resource Officers; Duties; Training; Model Policy
- ADMINISTRATIVE RULE 1205.0100 – How These Rules Apply
- ADMINISTRATIVE RULE 1205.0200 – Definitions
- ADMINISTRATIVE RULE 6700.1615 – Required Agency Policies