



MEMORANDUM of AGREEMENT

By and Between

STRATFORD PUBLIC SCHOOLS
and
STRATFORD POLICE DEPARTMENT
Stratford, CT

I. Introduction

Schools and Law enforcement share responsibility for school safety and must work together with complimentary policies and procedures to ensure a safe learning environment for students. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters and reduce involvement of police and court agencies for misconduct at school and school-related events.

The Police Department will provide four (4) SROs. There will be one each assigned to the following schools: Bunnell High School, Flood Middle School, Stratford High School and Wooster Middle School.

Per this Agreement, the District (Stratford Public Schools) shall reimburse the Police Department for a portion of the salary (currently 50%) for all SROs. The percentage of salary reimbursement will be re-evaluated each fiscal year and may be modified by mutual agreement.

The number of SROs may be increased or decreased at any time by mutual agreement between the Department and the District.

The regular work week of the SROs will be a flexible schedule between 07:00 and 17:00 hours, Monday thru Friday during the school year. During their daily tour of duty, the SROs may be off campus performing tasks required by their duties. The SROs may be temporarily reassigned by the Chief of Police or his/her designee during school holidays and vacations and/or during periods of police emergency.

Holidays, vacations, sick time, leave of absence shall be governed by the current Collective Bargaining Agreement.

All SROs shall be under the direction of a Stratford Police Supervisor holding the rank of Sergeant or higher. The Chief of Police shall assign the primary supervisor of the SROs and notify the Superintendent of Schools (in writing) of the name, rank, and contact information of the supervisor.

SROs may attend meetings of parents/legal custodians and faculty groups to communicate about the goals and role of the SRO Program, be present for extracurricular events (such as dances, sporting events, graduations) as requested by the principal(s) of the building(s) to which the SRO is assigned using overtime (paid by the district).

The District, Police Department and school administration understand that SROs should not be used for traffic control, cafeteria duty, hall monitors, or similar activities although at certain times it may be appropriate for the SRO to be present in such areas in order to make

observations consistent with their responsibilities.

The District will provide to all SROs and any other Stratford Police Officers authorized by the Chief of Police the following: Electronic (FOB) access to all Stratford Public Schools and Electronic access to the student database and school based camera system to be used in emergency response.

The parties agree to the following principles upon which this agreement is founded.

- A. The vast majority of student misconduct can be best addressed through classroom and in-school strategies and maintaining a positive climate within schools rather than by involvement of the justice community.
- B. The response to school disruptions should be reasonable, consistent and fair - with appropriate consideration of relevant factors such as the age of the student and the nature and severity of the incident.
- C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior:
- D. Disruptive students should receive appropriate redirection and support from in-school and community resources prior to the consideration of suspension, expulsion, involvement of the police, or referral to court.
- E. Clarifying the responsibilities of school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

II. Purpose of Agreement

The purpose of this agreement is to encourage a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and school-related events by school and police personnel.

III. Definitions

- A. "Department" refers to the Stratford Police Department and its collective members and officers.
- B. "The Board" refers to the Stratford Board of Education.
- C. "District" refers, collectively, to the Stratford Board of Education and the Stratford Public Schools.
- D. "Stratford Public Schools" refers, collectively, to all of the schools within the Stratford Public School district.
- E. "Superintendent" refers to the Superintendent of the Stratford Public Schools.
- F. "Administration" refers to the collective Stratford Public Schools employees holding titles of principal, assistant principal, dean, and their superiors.
- G. "SRO" refers to a School Resource Officer who is a sworn police officer who has been assigned to one or more district schools. All SROs are employees of the City of Stratford Police Department.
- H. "Investigation or behavioral intervention" means a circumstance in which a school resource officer is conducting a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or an intervention to resolve violent or nonviolent student behavior or conflicts.
- I. "Life-threatening physical restraint" refers to any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

IV. SRO Duties, Authorities and Responsibilities

- A. SROs will abide by all applicable District policies and administrative rules and regulations.
- B. SROs will abide by all Department rules, regulations, policies, procedures and protocols.
- C. SROs will work proactively to develop positive relationships with students and staff and be available to students, parents/legal custodians and staff who want to discuss concerns.
- D. SROs are not intended to replace any school counselor nor is the SRO to conduct or offer any formal psychological counseling to any student, parent/legal custodian or school staff. SROs may provide limited counseling to students with personal problems.

- E. SROs may advise students on responsibilities and procedures concerning criminal matters and give advice to help resolve issues between students that involve matters that may result in criminal violations, disturbances or disruptions.
- F. SROs will maintain student confidentiality as appropriate unless the gravity of the situation dictates otherwise.
- G. SROs will collaborate with school administrators, as well as local law enforcement, fire service, public safety, and emergency management agents, as may be appropriate, in emergency crisis planning and building security matters. Among other things, the SRO will assist the school administration in conducting lock down drills and offer suggestions regarding how to maintain and improve school safety in all schools. The SRO will provide training for school personnel, as requested by the principal(s) at the building(s) to which the SRO is assigned, in handling crisis situations that may arise at the school.
- H. SROs will confer with building principal(s) at the building(s) to which the SRO is assigned, to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students in school-related activities.
- I. SROs will provide educational programs and classroom instruction, as requested by the Superintendent or designee, to students, parents/guardians, and faculty concerning topics such as substance abuse, violence prevention and diffusion, conflict resolution, crime prevention, Internet safety, cyberbullying, and other law-related topics or other issues relevant to the student population.
- J. SROs may, if available, attend meetings of parents/legal custodians and faculty groups to communicate about the goals and role of the SRO Program, as requested by the principal(s) of the building(s) to which the SRO is assigned using overtime (paid by the District).
- K. The SRO has no role in ordinary school discipline or enforcement of school rules, although an SRO may provide assistance to school personnel at the request of a school administrator. The SRO and Department will work collaboratively with the Superintendent of Schools to determine the goals and priorities for the SRO Program and the parameters for SRO involvement in school matters, consistent with the graduated response model.
- L. SROs will abide by applicable law, and Department rules and regulations, policies, procedures and protocols for investigations, interviews, restraint and arrest of students and searches of students or staff on school property or at school functions under the jurisdiction of the District. At no time will an SRO direct or demand that school personnel interview or search a student.

- M. SROs will consult with and coordinate activities through the Superintendent of Schools or building principal(s) at the building(s) to which the SRO is assigned. SROs will provide a secure environment during events and functions, as appropriate, when requested by the Superintendent of Schools or the principal(s) of the building(s) to which the SRO is assigned and as approved by the Department.
- N. Except in emergency situations, the SRO will not take any official law enforcement action without notifying the school administration.
- O. SROs will act swiftly and cooperatively in responding to emergencies at school, including but not limited to disorderly conduct by trespassers and the possession and/or use of weapons on school grounds, consistent with Department policy and protocols.
- P. Although SROs are placed in formal educational environment, they are not relieved of their official duties as a certified law enforcement officer. Decisions to intervene normally will be made by the SRO when it is necessary to prevent violence, a breach of the peace, personal injury, or loss of property. Citations should be issued, and arrests made when appropriate pursuant to Department policy; however, SROs shall make reasonable efforts in light of the situation to avoid making arrests or taking students into custody on school premises and, whenever possible, students should be taken into custody out of sight and sound of other students. When immediate action is needed and an SRO is not available, another member of the Department shall be dispatched to the school.
- Q. SROs will keep school administration and staff informed when off-campus.
- R. SROs will handle initial police reports and investigations of crimes committed on school campus(es) and will coordinate investigative procedures between police and school administration. However, other Department resources may be summoned, as the Department deems necessary.
- S. SROs will maintain office/workspace that may be provided by the District in a neat and orderly fashion.
- T. SROs are required to complete a report of any student investigations and behavioral interventions of challenging behavior or conflict that escalates to violence or constitutes a crime and submit such report to the Chief of Police for the Department. The reporting shall comply with X (b) herein.

V. Graduated Response Model

A. Summary of the Key Points

The parties agree to:

1. Convene a School/Police Collaboration Team;
2. Share this agreement with a copy to all school and police personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Put into practice a graduated response to student misbehavior;
5. Monitor implementation of the agreement;
6. Collect data and assess the effectiveness of the agreement; and
7. Modify the agreement as appropriate.

B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students' disruptive behavior the following factors shall be considered, if information on the factors is available.

1. Age, health and disability or special education status of the student.
2. Prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student's willingness to repair the harm.
5. Parent's/Legal Custodian's willingness to address any identified issues.
6. Seriousness to the incident and degree of harm caused.

The parties agree that when determining consequences for student's disruptive behavior the following factors shall not be considered.

1. Race/ethnicity, gender, gender identity and expression, sexual orientation, religion and national origin of the student and family.
2. Economic status of the student and family,

C. Graduated Response

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening, such as dress code violations and violations of classroom rules. School Resource Officers (SROs) should not be involved at this level. More than three incidents of the same behavior, if not in the same day, could lead to School Administrator Intervention. Classroom intervention

options might include redirection, reteaching, school climate initiatives, moving seats; and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors that occur in general areas of the school such as the cafeteria, hallways and school grounds. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threatening and behaviors in hallways, bathrooms, courtyards, and school busses. Administration intervention options might include time in the office, after school detention, loss of privilege, reparation and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services is appropriate, this intervention is managed by the school administrator or a student assistance team (SAT). Repetitive truancy or defiance of school rules and behaviors that interfere with others such as vandalism or harassment belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to a Community Accountability Program for Stratford Students (CAPSS) or community service or program, assessment for substance use or appropriate counseling, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on SATs and CAPSS.

Law Enforcement Intervention - Only when classroom, school and community options have been found ineffective (or in an emergency) should the school involve the police, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Behaviors at this level must be violations of criminal law, but only after Classroom, School Administration and Assessment and Service interventions have been tried. Law enforcement options may include verbal warning; conference with the student, parents, teachers and/or others; referral to a CAPSS and/or community agencies; and referral to court.

Graduated Response Model Chart for STRATFORD PUBLIC SCHOOLS

CLASSROOM INTERVENTION

Types of Behavior

Low-level violations of school rules
and expectations, including:

Defiance
Teasing
Foreign Substance (dirt, clay, crayons, etc.)
Foreign Substance onto a person
Self-Injurious Behavior
Insubordination/Disrespect

Intervention Options

Administered by classroom teacher:

Behavior Intervention
Mediation
Warning Only
Lunch Detention
After School Detention
Loss of Privileges

CLASSROOM INTERVENTION, CONT.

Types of Behavior

Low-level violations of school rules
and expectations, including:

Cheating
Plagiarism
Disorderly Conduct
Throwing Objects
Obscene Behavior
Spitting
Inappropriate Behavior
Disruption/Disruptive Behavior
Skipping Classes
Tardiness
Truancy
Dress Code Violation
False Information/Lying
Littering
Cell Phone
Hand-held Gaming Device
Electronic Music Device
Tape Recorder/ Recording Device
Camera
Eating in Unauthorized Area

Intervention Options

Administered by classroom teacher:

Writing Assignment
Clean Up
Student Conference
Student and Parent Conference
Teacher Conference
Written Agreement/Contract
Office Referral
Parent Contacted
Restitution Required
Behavioral/Mental Health Assessment

Pulling Chair Out From Beneath Individual
 Sleeping in Class
 Chewing Gum
 Misuse of Hall Pass
 Failure to Return School Documents
 Unprepared for Class
 Failure to Comply with Agreement/Behavior Plan
 Excessive Talking
 Failure to Complete Assigned Work

SCHOOL ADMINISTRATION INTERVENTIONS

Types of Behaviors

Patterns of behavior not benefiting from classroom interventions, including:

Arson
 Reckless burning
 Burglary / Breaking and Entering
 Suspicion of Stealing
 Robbery
 Possession of Stolen Property
 Sale or Intent to Sell Stolen Property
 Fighting/Altercation/Physical Aggression
 Physical Altercation

Intervention Options

School administrators determine interventions, often based on higher level documentation:

Expelled
 Suspended Out-of-School
 Pending Expulsion Hearing
 Psychiatric Review Referral
 Bus Suspension
 Bus Sanction
 Change of Bus
 Community Service
 Counseling Mandated

SCHOOL ADMINISTRATION INTERVENTIONS, CONT.
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Types of Behaviors

Patterns of behavior not benefiting from classroom interventions, including:

Verbal Altercation
 Inciting a Fight/Riot
 Accessory to Fight
 Throwing an Object
 Serious Disorderly Conduct
 Gang Related Behavior
 Breach of Peace
 Harassment (Non-Sexual)

Intervention Options

School administrators determine interventions, often based on higher level documentation:

Drug Rehabilitation
 Substance Abuse
 Conflict Resolution/Anger Management
 Behavior Intervention
 Mediation
 Stop Smoking Program
 Saturday School Detention

Threat/Intimidation/Verbal Harassment	Warning Only
Racial Slurs/Hate	Office Detention
Bullying	Lunch Detention
Hazing	After School Detention
Teasing	Removal from Class
Threats of Bodily Harm	Loss of Privileges
Physical Intimidation	Grade Point Penalty
Foreign Substance (feces, urine, bodily secretions)	Writing Assignment
Foreign Substance (prescription medications)	Clean Up
Foreign Substance (illegal drugs)	Student Conference
Foreign Substance (dirt, clay, crayons, etc.)	Student and Parent Conference
Foreign Substance onto a Person	Teacher Conference
Intentionally Endangering an Individual	Probation
Harassment - Sexual	Written Agreement/Contract
Attempted Suicide	Office Referral
Self-Injurious Behavior	Parent Contacted
Blackmail	Restitution Required
Transporting Student Off School Grounds	Out-Placed
School Threat/Bomb Threat	Referral to CAPSS
Vandalism	
Insubordination/Disrespect	
Cheating	
Forgery	
Plagiarism	
Grade Tampering	
Disorderly Conduct	
Throwing Objects	
Motor Vehicle	
Obscene Behavior	
Displays of Affection	
Obscene Language/Profanity	
Pornography	
Spitting	
Inappropriate Behavior	
Disruption/Disruptive Behavior	
Risk of Injury	
Attendance Policy	
Skiping Class	
Tardiness	

SCHOOL ADMINISTRATION INTERVENTIONS, CONT.
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Types of Behaviors

Patterns of behavior not benefiting from classroom interventions, including:

Truancy
Failure to Attend Detention or ISS
Leaving Grounds
Loitering
Dress Code Violation
Trespassing
Grades
Unauthorized Area
Refusal to Identify
Accumulation of Suspensions
Accumulation of Detentions
Accumulations of Demerits
Behavioral Referrals
Removal from Class
Leaving Class without Permission
Safety Code Violations
Calling 911
Crank or Harassing
False information/Lying
Selling "Stuff"
Littering
Gambling
Camera
Eating in Unauthorized Area
Pulling Chair Out from Beneath Individual
Public Urination
Sleeping in Class
Misuse of Hall Pass
Failure to Return School Documents
Unprepared for Class
Failure to Comply with Agreement/Behavior Plan
Excessive talking
Failure to Complete Assigned Work
Weapons
Drugs/Alcohol/Tobacco

Intervention Options

School administrators determine interventions, often based on higher level documentation:

ASSESSMENT AND SERVICE PROVISION

Types of Behaviors

Escalating pattern of inappropriate behaviors or crises indicative of significant health, mental health or delinquency issues, including:

Arson
 Reckless Burning
 Theft/Stealing
 Robbery
 Fighting/Altercation/Physical Aggression
 Physical Altercation
 Gang Related Behavior
 Racial Slurs/Hate
 Threats of Bodily Harm
 Physical Intimidation
 Foreign Substance (feces, urine, bodily secretions)
 Foreign Substance (prescription medications)
 Foreign Substance (illegal drugs)
 Harassment Sexual
 Sexual Battery
 Sexual Offence
 Attempted Suicide
 Self-Injurious Behavior
 Psychotic Episode
 Psychotic Break
 Pornography
 Attendance Policy
 Accumulation of Suspensions
 Accumulation of Detentions
 Crank or Harassing Phone Calls
 Drugs/Alcohol/Tobacco

Intervention Options

Engage administrators, school support team (e.g., social worker, psychologist, counselor) and external professionals:

Psychiatric Review Referral
 Community Service Referral
 Drug Rehabilitation
 Conflict Resolution/Anger
 Behavioral Intervention
 Mediation
 Stop Smoking Program
 Probation
 Written Agreement/Contract
 Restitution Required
 Out-placement

Referral to CAPSS

LAW ENFORCEMENT INTERVENTIONS

Types of Behaviors

Violations of criminal law for which lower level interventions are inappropriate or ineffective, including:

Arson
 Reckless Burning
 Theft/Stealing
 Robbery
 Fighting/Altercation/Physical Aggression
 Physical Altercation
 Gang Related Behavior
 Racial Slurs/Hate
 Threats of Bodily Harm
 Physical Intimidation
 Foreign Substance (feces, urine, bodily secretions)
 School Threat/Bomb Threat

Intervention Options

Involvement of school resource officer or local law enforcement:

Arrest
 Referral to JRB
 Citation
 Probation
 Assessment and Services Provision

LAW ENFORCEMENT INTERVENTIONS, CONT.

Types of Behaviors

Violations of criminal law for which lower level interventions are inappropriate or ineffective, including:

Reckless Burning
 Theft/Stealing
 Harassment Sexual
 Sexual Battery
 Sexual Offence
 Attempted Suicide
 Self-Injurious Behavior
 Psychotic Episode
 Psychotic Break
 Pornography
 Crank or Harassing Phone Calls
 Drugs/Alcohol/Tobacco

Intervention Options

Involvement of school resource officer or local law enforcement:

Community Service Referral
 Drug Rehabilitation

D. Incidents Involving Seclusion and/or Restraint

The District is responsible for developing procedures and protocols for the use of seclusion and restraint in schools in accordance with Connecticut state law. Connecticut statute permits the use of seclusion and restraint by trained school employees only as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative. No school employee shall use a life-threatening physical restraint on a student. SROs shall not assist staff in seclusion or restraint of a student. If in the exercise of official law enforcement duties, an SRO finds it necessary to restrain a student, the use of restraint shall be in accordance with Department policies, protocols, rules and regulations and applicable law. In determining the use of restraint, the SRO is advised to consider the totality of the circumstances including, the nature of the offense/emergency, the age, size and physicality of a student, where the student has any known disabilities, other known factors impacting a decision to use restraint as well as the impact to the school setting.

E. Law Enforcement Intervention

When classroom, school and community options have been found ineffective, or when deemed appropriate by the administration (or in an emergency), the school may involve the police in a specific student intervention, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents/guardians, teachers and/or others; referral to a Community Accountability Program for Stratford Students (CAPSS) and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options will be according to state statutes and Department policies, protocols, rules and regulations. Absent an emergency, any arrest will be conducted in accordance with Section VII above.

VI. Police Activity

The parties agree that police need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

1. Police will act through school administrators whenever they plan any activity on school grounds.
2. Officers entering school grounds will be aware of the potential disruption of the educational process that police presence may cause.
3. Prior to entering a school to conduct an investigation, arrest or search, officers will consider the necessity of such action based on:
 - a. The potential danger to persons;
 - b. The likelihood of destruction of evidence or other property;
 - c. The ability to conduct the investigation, arrest or search elsewhere.

4. When taking a student into custody:
 - a. Officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises.
 - b. Whenever possible, students should be taken into custody out of sight and sound of other students.
5. The SRO will not be responsible for student discipline or enforcement of school rules, although the SRO may provide assistance to school personnel. The SRO will work collaboratively with the school administrator to determine the goals and priorities for the SRO program and the parameters for SRO involvement in school disciplinary matters.

VII. Training

Each SRO will be trained in school-based law enforcement through a Police Officer Standards and Training Council (POSTC) approved SRO training and will meet and maintain all state-mandated training requirements for certified law enforcement officers and/or SROs. Such training shall be at the Department's expense.

Additional training and conferences specific to SROs are encouraged as an important part of professional development and minimally, must include specific training regarding the SRO duties related the restraint of students, use of firearms and school-based arrests pursuant to Connecticut General Statutes §10-233m. These sessions will be considered as staffing and funding is available either through the Department or the District.

VIII. Schedule

1. Normally, an SRO will work during school hours Monday through Friday; the SRO will report 15 minutes before school begins and remain 15 minutes after school is dismissed, as applicable. However, there may be occasions when this schedule is altered because of court appearances, sickness, injury, training, and special assignments as directed by the Chief of Police or designee. All overtime requests related to SRO duties will be reviewed and approved by the SRO's Department supervisor.
2. Holidays/Vacation/Leave
Holidays, vacation, and other leave time for SROs will be governed by the current Collective Bargaining Agreement covering the SRO's bargaining unit.
3. School Holidays Vacations
During times of school vacations, holidays or school cancellations, SROs are expected to be present for standard patrol assignments and attend to other needs of the Department.
4. Absences
In the event an SRO must be absent from work, the SRO shall notify the Department supervisor who will notify the school.

IX. SRO Uniform and Equipment

SROs will wear an approved Department uniform. It is understood that the SRO will carry a Department-approved duty firearm and other Department-issued equipment. The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with Department protocols. In no event shall such equipment be stored unsecured in school buildings or on school grounds when the SRO is not in the building. (RIFLES ARE LEFT IN SCHOOL IN SAFE WITHIN SRO OFFICE)

Body-worn recording equipment will not be turned on by the SRO during their normal educational responsibilities or typical interactions with students, staff or other members of the public in the school setting. The SRO will use Department-issued body-worn recording equipment only when interacting in a law enforcement capacity, and as required by Department policy and in accordance with applicable law and guidelines. The Department and Superintendent of Schools shall jointly set expectations and resolve any disputes in this area.

If a body-worn camera is turned on for any reason during the school day in the school setting, the SRO shall notify the principal(s) at the building(s) to which the SRO is assigned or the principal's designee before the end of the school day.

SROs will utilize marked patrol vehicles that shall be equipped in accordance with Department policy. The SRO Supervisor will be notified, and Department policies and procedures followed, when equipment is lost, stolen or damaged.

X. Records Management and Special Reporting

- A. Completed police reports will be filed and maintained within the Department's record management system. Reports of incidents or interventions with students, shall be provided to the Superintendent and maintained by the District as required by law.
- B. SROs are required to complete a written report of any student investigations and behavioral interventions of challenging behavior or conflict that escalates to violence or constitutes a crime and submit such report to the Chief of Police for the Department within five days of the investigation or intervention. Such report will minimally include: the date, time and location of such investigation or behavioral intervention; the name and badge number of such school resource officer; the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention; the reason for and nature of such investigation or behavioral intervention; the disposition of such investigation or behavioral intervention; and whether any student involved in such investigation or behavioral intervention was searched, apprised of such student's constitutional rights, issued a citation or a summons, arrested, or detained, including the amount of time such student. The Chief of Police will submit the report to the Superintendent within 48 hours of receipt, when practicable under attending circumstances, but not less frequently than monthly. The Superintendent will provide the report(s) to the Board for review. Student confidentiality will be maintained throughout as required by law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA).
- C. All video recordings captured by any body-worn camera of an SRO shall be the property of the Department, and the District is not responsible for the storage, maintenance, release or disposal for any such recordings.

- D. Upon request of the principal(s) at the building(s) to which the SRO is assigned or the Superintendent or designee, the Department may permit such individuals to review any video recording captured by the SRO while performing official SRO duties as outlined in this Agreement, subject to the requirements of the Freedom of Information Act, Department policy and other applicable law.
- E. All performance evaluations of SROs shall be personnel files of the Department and shall be retained by the City/Department.

XI. Publication of Memorandum of Understanding

In accordance with Connecticut General Statute 10-233m, this memorandum of understanding will be maintained in a central location in the District and posted on the Internet web site of the District and each school in which a school resource officer is assigned, and include provisions addressing daily interactions between students and school personnel with school resource officers, and include a graduated response model for student discipline.

XII. Final Agreement

This MOU constitutes the final written expression of all the terms of the Agreement between the Parties and is a complete and exclusive statement of those terms. This MOU may be modified in writing by consent of both Parties and supersedes any prior agreement regarding the subject matter hereof.

XIII. Duration and Modification of Agreement

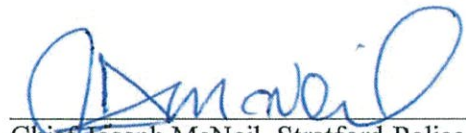
This agreement shall become effective _____, 2023 and shall remain in full force and effect until such time as the agreement is modified by the consent of the parties. The agreement may be modified at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.



Heather Borges, Acting Superintendent of Stratford Public Schools

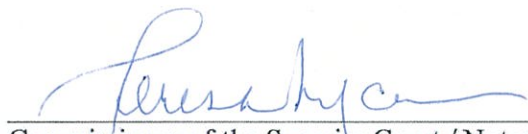
6/17/25
Date



Chief Joseph McNeil, Stratford Police Department

6-17-25
Date

Sworn and subscribed before me on this



Commissioner of the Superior Court / Notary Public

6/17/2025
Date

TERESA G. LYCOUDES
NOTARY PUBLIC
MY COMMISSION EXPIRES AUG. 31, 2025

