



Intergovernmental Agreement: Oak Park Police Department, District 97 and District 200

Purpose: This document is a follow-up to our cross-agency meeting on October 27, 2022. We decided that each organization will respond from its own context to the summary question/s for each of the four themes below. We will reconvene to review responses and determine next steps. The final document will be shared with the Boards of our three agencies.

Background Documents:

- [Proposed IGA \(for D97\)](#)
- [Proposed IGA \(with D200\)](#)
- [Joint memo](#)
- [Current FAQ](#)
- [Legal Statute Table](#)

[Theme: IGA Content-Required vs Optional](#)

[Theme: Process and Outreach](#)

[Theme: Implementation](#)

[Theme: Progress Monitoring](#)

Theme: IGA Content-Required vs Optional

Summary Question: What IGA content is required by law and what is optional?

D97 Questions:

- What is required by law in terms of our agreement with the police department and what is optional?
- Given what is optional, why should we invite police officers into our schools any more than is required by the law?
- What parts are required by law and what is above and beyond and why-do we have data to support above and beyond?

D200 Questions:

- Inconsistencies in the language - pulls from different statutes and puts them together. Definition of what boundaries are - if it says weapon it's one thing, but if it's cannabis ... we need to define school boundaries, shouldn't be different for one thing vs. another. Language on weapon vs. firearm is a critical piece of language. I don't have the magic answer but it's an important word and it appears differently through the document. The more consistency through the document, the better.

Village Questions:

- Where did this come from? New state law? Was this someone's idea? Did something go wrong?
- This agreement sets ground rules for collaborative relationships. How does this agreement differ between how we operate currently?

****NOTE:** Outside legal counsel was asked to provide information regarding specific statutes to inform our process. That information is linked [here](#).

Joint Response: The IGA is required by existing law, and statutes referenced in the IGA are non-negotiable legal requirements. The definition of boundaries also is according to statute and cannot/should not be changed. The school districts have Board policies (linked below) that state instances in which informing law enforcement is necessary; this IGA provides logistics for ensuring we are effectively implementing those policies.

	District 97	District 200	Village
Additional Response	Reciprocal Reporting Policy Z:190 governs reciprocal reporting.	Z:190 Student Behavior states instances in which informing law enforcement is necessary.	

Theme: Process and Outreach

Summary Question(s): What process was followed to develop the IGA?

Category A: Consultation with Experts: How were experts consulted in the creation of the IGA?

D97 Questions:

- Have you consulted juvenile justice experts, civil rights, disability experts-if you haven't please consult them.
- Is the IGA based on model agreements or did you create it from scratch? What is it grounded in?

D200 Questions:

- Have we consulted experts? If so, how/when?
- Do we want to link this to secure gun storage conversations?

Category B: Consultation with Parent Groups: How were parent groups consulted in the creation of the IGA?

D97 Questions:

- Would love to see targeted outreach; there are some feelings about how we feel about police. Targeted outreach to black and brown communities--what this is and what this is not. It takes one person to put this on social media and spirals-that cops are back in schools.
 - Policy 7.12-D: District 97 cannot achieve equity without effective, robust stakeholder engagement. Student and family voice, along with teachers, staff, and other community stakeholders, shall play a prominent role in implementing this policy.
- Consider how you are reaching out to committee members; needs to be diverse
 - Policy 7.12-D: District 97 will work with community partners and families to provide intentional, targeted outreach that ensures families and students feel welcome and understand the services available to them and how to access information as well as provide opportunities for engagement with teachers and staff at times and places that are consistent with needs of all families.

D200 Questions:

- Has there been any targeted outreach to black and brown families?

Category C: Consultation with Local Agencies/Communities: How were local agencies and other communities consulted in the creation of the IGA?

D97 Questions:

- How does the park district play a role; with the youth center coming-things will start at the center and come to the school (or vice versa); how are they in collaboration with PD and D97?
- What about the library and the township? Township has youth interventionists. That is another resource. Maybe the IGA includes a decision tree.
- Are there any plans to increase programs to support relationships b/w youth and police? Our students need to feel good about this.

D200 Questions:

- Have we reached out to other communities?
- Collaboration with other public bodies (PDOP, Library, County)? Should we have outreach to these groups and approach this in a common way?
- Have we seen this work in other districts? Specifically, in communities like Oak Park?
- Have we engaged with the village of River Forest? We need to have the same kind of conversation or agreement with RF.

Joint Response: This IGA is required by law. While outside experts and parent groups were not consulted in the development of this particular document, attention to diversity, equity and inclusion are shared values in each of our organizations. As a result of the process of bringing this proposed IGA forward and considering the Boards' questions, we hear and affirm the need to take a broader, equity-centered view which includes these diverse perspectives in how the IGA is implemented.

	District 97	District 200	Village
Category A: Consultation with Experts	Joint Response: We consulted our attorneys throughout the process of developing the IGA. Because an IGA is required by law, having it in place is therefore non-negotiable. In the implementation of the IGA, external experts and organizations will be consulted whenever possible to ensure high-fidelity equity practice is in place. This includes ongoing professional learning for staff, and engagement with students and families.		
Category B: Consultation with Parent Groups	In the implementation of the IGA, we will be deliberate in actively following up with parents/guardians after a	We discussed the IGA at our Culture, Climate, and Behavior committee this past September,	In addition to connection to parents through partnerships with both districts as outlined

	<p>police contact has occurred between their child in school. In each case, the district's cabinet-level lead on student safety will reach out to the parent/guardian to ensure that a student-centered partnership is in place, to gather feedback on the experience from parent and student perspectives, address potential concerns, and use this information to improve our internal protocols.</p>	<p>a committee that includes stakeholders from throughout the community.</p>	<p>above, opportunities to invite community input will be included in the Village's racial equity planning process and as requested at any point by any community stakeholders.</p>
Category C: Consultation with Local Communities/Agencies	<p>Joint Response: The leaders of all Oak Park public agencies meet monthly to collaborate on our service to the community. We propose to add our shared interest in aligning systems to support youth as a standing item on these meeting agendas.</p>		
Additional Response to Category C: Consultation with Local Communities/Agencies		<p>D200 has also reached out to the River Forest Police Department regarding the need for an IGA with them. Because the high school is within the boundaries serviced by OPPD, the IGA required by statute is specific to Oak Park. Regardless of this obligation, a partnership with both of our communities' police departments is important, and we are discussing the need to formalize data-sharing and collaboration protocols with RFPD.</p>	

Theme: Implementation

Summary Question(s): How will the IGA be implemented?

Category A: Student Rights/Protections:

How will students' rights be protected as the IGA is implemented?

D97 Questions:

- Regarding Interviewing kids without parents present: I am troubled that this is something we are contemplating without their parents. I imagine young kids being with PO and school officials being intimidating-what value is there in this?
- We also have to look at individual and staff-there are gaps in balancing overall safety of Ss/staff with individual student rights.
- I didn't see any kind of distinction b/w K student and high school student; want info for how that will be delineated.
- When would we have PD do a search vs by school staff?
- Another example is questioning by police: Parental presence isn't specifically addressed in the IGA, and in policy, we don't address the role of the staff member presence if parents are unable to be reached. Are they acting as witnesses, in loco parentis, or some variation? I am concerned about any police questioning without an adult acting fully in the child's best interest being present.

D200 Questions:

- Interviewing kids--when can that happen without parents present?
- Do we share student names when we report to the police?
- Searching - will students be searched? Searching has been one of the areas where students of color are more susceptible to profiling. Concerns about when officers would be called in to search. Looking for more specificity about what this will look like and the racial aspect.

Category B: Reporting/Records

What is the reporting process? How will records associated with the IGA be kept?

D97 Questions:

- What happens with the information that is reported to police?
- I am troubled about keeping records for SS under 13 at the police station.

- What is happening with information and the expectation for police and school?
- Is there an action beyond exchanging info?
- Can records be subpoenaed later?
- Are parents signing off on complaint forms?
- Exhibit A: reporting incidents with teachers--what does report mean--who is this reported to? Who judges what should be reported?
- Reporting-who/what/where/when/why of reporting; what are standards for that.
- The reporting-when I first started BOE in April 2019; if something happened in the classroom-the teacher reports-and the student will be named as J Doe. If a student hits a teacher>what happens with that info what happens after that? This was a 5th grader--I asked why their name was being reported. The kid could go to high school and you'd say we are seeing a pattern.
- We talked about not using SS names with reporting (in 2019). If an incident is reported in the classroom, do not use their real name. Want to know if that is accurate-if a student hits a teacher>teacher calls police>what happens after that.
- Finally, where reporting is happening, I see a gap that could allow different standards of what is getting reported school by school and create a system where the central district office is not required to be notified of what's being reported.
- For example, if a student gets into a fight with another student, this reads as though that will be reported to police, even if it isn't escalated to a point where police are necessary. I am concerned our black students could get extra police attention over a one-off middle school scuffle or similar mild infractions that would typically be dealt with under school authority.
- There is an existing D97 Administrative Procedure regarding [Reciprocal Reporting](#); how would this IGA impact that?

D200 Questions:

- Clarity on records. Where are they kept? At the police station? What determines school records v. police records?

Category C: Personnel Training

What is the personnel training content and how will that training ensure consistent implementation across districts and schools?

D97 Questions:

- How will our training ensure there is consistent implementation across our schools?
- How will training be specific for when/at what point police begin to be involved in school-based incidents/matters?
- What is the training/protocol for when staff call the police?
- 2(c) says D97 is required by law to contact the police when there is a "verified incident involving drugs." Recognizing that this is

pursuant to state law, I'm curious if this means that we're legally obligated to call the policy anytime a student is found with marijuana. It also seems a bit different from item 3 which requires us to do it if a certain amount is found indicating an intent to deliver.

D200 Questions:

- What will be the common training for officers and district personnel?
- Officers who will be assigned to the school - who will they be? Will they be trained? What kind of training will they have?
- Can we get more information about the Threat Assessment Team? How often will they meet? How many people? Where will they be located? Will officers be in uniform in the building? There has been a lot of work on the climate and culture of the building and progress on how safe the building feels. Concern is that officer presence could impact the building.
- The importance of drills, preparedness - how does that fit in? We have to know what we need to do if something happens.

Category D: Community Collaboration

How will the community be involved as the IGA is implemented?

D97 Questions:

D200 Questions:

- What does two-way communication look like? What do the committees look like? How are we getting two-way communication to families that are most impacted?

Village Questions:

- Are there any other village staff involved other than the police department? (Jackson: Police department/chief, with my oversight)

	District 97	District 200	Village
Category A: Student Rights/Protections	Joint Response: There is nothing in this proposed IGA that would allow officers to search a student other than what is already named		During an investigation, the police department will speak with a parent or


	in existing Board policies for both D97 and D200.		guardian prior to any interview to explain the circumstances of the investigation. The police department will ask the parent or guardian if they wish to be present during any proposed interview or if they prefer school personnel attend the interview in their place. In cases where a parent or guardian does not wish the police department to conduct an interview without the parent or guardian being present, the police department will schedule an interview for a later time for when the parent or guardian can be present.
Additional Response to Category A: Student Rights/Protections	All students are entitled to enjoy the rights protected by the U.S. and Illinois constitutions and laws for persons of their age and maturity in a school setting Policy 7:130 (Student Rights and Responsibilities) . Students who violate the rights of others or violate district policies or rules will be subject to disciplinary measures as codified in our student handbooks.	In addition to the policies guiding our actions (Policy 7:130 Student Rights and Responsibilities , Policy 7:140 Search and Seizure , and Policy 7:150 Agency and Police Interviews), we involve law enforcement only in searches or interviews where we believe a weapon may be present. In such instances, we will make every effort to contact a parent/guardian prior to the search; however, if we are unable to reach a parent/guardian, to ensure the safety of all of our students, we will continue with the search.	The school will conduct a search of property and/or a student on school property. The police department will only conduct a search of a student when the immediate safety of school personnel and/or students is threatened.

Our goal is to minimize police involvement for minor student infractions that should be managed with the Behavior Education Plan. The districts are committed to a non-criminal enforcement model that supports restorative justice concepts, early intervention, and problem solving, rather than reliance on law enforcement. District expectations regarding police investigations, arrests and searches in schools are reflected in [Policy 7:140 \(Search and Seizure\)](#).

Additionally, [Policy 7:150 \(Agency and Police Interviews\)](#) explicitly outlines procedures for law enforcement interviewing students on school grounds. This includes notifying

	parents/guardians and making reasonable efforts to ensure that they are present. If they are not, then a school employee (e.g., social worker, psychologist or nurse) should be present.		
Category B: Reporting/Records	<p>Joint Response: Our commitment is to maintain a developmental approach to supporting our students, even and especially in the event of an incident that results in police action. We follow the expectations and procedures outlined in our districts' student handbooks, which are based on district policies. This IGA does not require us to develop and/or share any additional records with OPPD outside of existing policy. Additionally, the IGA notes that all records related to the Threat Assessment Teams will be maintained by the district.</p> <p>All of our internal reporting procedures are in alignment with the Family Educational Right and Privacy Act (FERPA), Illinois School Records Act (ISSRA), Individuals with Disabilities Education Act (IDEA), and the Illinois Mental Health and Developmental Disabilities Confidentiality Act.</p>		
Additional Response to Category B: Reporting/Records	Student-Family Handbook and Board Policy 7:340 (Student Records)	Student Handbook and Policy 7:340 Student Records	Information that is reported to the police department will be documented regarding safety. Any reports involving students are kept separately in a secure manner.

			<p>Records can generally be subject to a subpoena but not for a civil proceeding.</p> <p>Any reports generated by a school are solely maintained by the school.</p>
Category C: Personnel Training	<p>We recognize that inconsistent implementation is an inherent concern in a district with multiple schools and layers of supervision. While this work is always in process, the following steps are being taken to build systems which ensure consistency in implementation:</p> <p>We will plan a multi-session training for school administrators on the IGA, related district policies and administrative procedures. This training will include a close reading and discussion of documents named above, as well as</p>	<p>According to the IGA, the officers assigned to each District will be determined by OPPD, and will participate in the required Comprehensive School Threat Assessment Guidelines (CSTAG), a model already in use in both D97 and D200.</p>	<p>All officers assigned to respond to a school will have completed a 40-hour certified juvenile officer training and other related training in addition to threat assessment training.</p>

	<p>calibration exercise/scenario analysis</p> <p>CSTAG Training</p> <p>1) Key district staff participate in SY23 CSTAG training.</p> <p> D97 CSTAG Training ...</p> <p>2) Develop training plan and timeline for all staff to receive CSTAG/Safety Training</p>		
Category D: Community Collaboration	Joint Response: We recognize the importance of centering the voices and experiences of students who have been disproportionately impacted by disciplinary systems and practices.		
Additional Response to Category D: Community Collaboration	Our staff is in the process of discussing plans for sustained and meaningful engagement among our stakeholder groups. Some ideas include focus groups, surveys, and community forums.	We will continue to use the District's Culture, Climate, and Behavior Committee (CCB, which serves as the District's Parent/Teacher Advisory Committee) as the vehicle through which community input will be gathered and implementation will be monitored. Gathering input through other vehicles always remains a possibility, and any plans to do so will be discussed through CCB.	The village manager and the manager's staff would be involved in the implementation, oversight, and operation of the IGA in conjunction with the police department.

Theme: Progress Monitoring

Summary Question: How will the 3 governing bodies determine if the IGA is being implemented as intended? What data will be collected and reported to the public?

D97 Questions:

- We want to operationalize success if IGA is achieving its goals; a year later here is what happened and how we should refine; are we balancing safety/racial equity?
- How will we keep demographic data so that we can stick to our assertion of racial justice, and insure there is not disproportionality will it be reported to BOE and community?

D200 Questions:

- When will we report out how this is going? How do we assess if we are achieving goals?

Village Questions:

- How do we know this is working? How do we measure process or communication efficiency? (Recorded question but we have committed to evaluating the process every year)

Joint Response: While this IGA is required by law, we know that successful implementation requires a commitment to continuous learning and improvement as we work to create a more equitable school system. After each incident of contacting the police, our schools will conduct an after-action review to ensure that all district policies and procedures were followed with fidelity and that we are upholding our commitment to minimizing the role of law enforcement in our schools. Data, including student demographics, will be reviewed internally on an annual basis. Per the IGA, the two school districts and the village will meet annually to review the goals and objectives of the agreement and ensure that all parties are upholding their roles and responsibilities as outlined.