Basic 40-Hour School Resource Officer Course Outline and Objectives

COURSE DESCRIPTION

The NASRO Basic School Resource Officer Course 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 course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.

The course supports the NASRO triad concept of school-based policing and provides participants with information and skills necessary for successful implementation. The triad concept divides the school resource officer (SRO) responsibilities into three areas: law enforcement, informal counselor/mentor, and guest speaker.

Law Enforcement Function – Instruction on functioning effectively in the school environment including understanding the teen brain, de-escalation techniques, cultural awareness, and working with students with special needs.

Mentoring Students – Instruction designed to provide tools to be a positive role model for youth including informal counseling techniques.

Guest Speaking – Instruction on a variety of instructional techniques as well as classroom management tools to provide law-related education to students.

Attendees will gain a solid working knowledge of the School Resource Officer concept and how to establish a lasting partnership with their schools.

IADLEST CERTIFICATION

The NASRO Basic 40- hour course has met the rigorous requirements to receive IADLEST (International Association of Directors of Law Enforcement Standards and Training) Certification. The IADLEST National Certification Program's mission is to "raise the bar" on law enforcement training throughout the U.S. by establishing baseline standards that will promote the development

and delivery of training that is pertinent, well researched, and legally defensible. NASRO's Basic Course standards are designed to meet or exceed any individual state certification requirements. This national certification training is accepted by 36 states POST organizations around the nation. NASRO is the *only* Basic SRO program with this distinction ensuring the "Gold Standard" for training.

TEACHING METHODOLOGY / CLASS FORMAT: This course uses a combination of classroom instruction, interactive learning, PowerPoint presentations, videos, and practical scenarios. Students will be provided with a NASRO Basic Course Manual and access to website resources.

METHODS OF EVALUATION: Successful completion of course requirements will be measured by a written examination at the conclusion of the course. Students must pass the examination with a score of 70% or higher in order to receive a NASRO certificate.

REMEDIATION PROCESS: Attendees scoring below 70% will be give 14 days to complete remediation. Remediation will consist of reviewing material missed on the written exam and providing the course instructor with at least one written paragraph on each incorrect test question. The instructor will review the response and assign a PASS/ NOT PASS for the participate and notify the NASRO office of the determination. *No extensions will be given.* It will be the responsibly of the attendee to ensure course credit is received within the 14-days.

ATTENDANCE POLICY: Attendees will be allowed to miss no more than 10% of the total course time or a maximum of 4 hours *with pre-approval from the course Instructor.*

COURSE OUTLINE:

I. Foundations of School-Based Law Enforcement

Goal: Students will learn the history of school-based policing and the roles and responsibilities of the SRO position.

Learner Objectives:
- The Learner Will (TLW) compare their current SRO program to NASRO's Best Practices model to identify similarities and differences to support their SRO program's growth.
- TLW identify and schedule a list of daily SRO duties to promote school safety, incorporating class discussion and review of sited examples of SRO best practices.
- TLW analyze the NASRO Triad concept, debate its components, and present two applicable actions for each TRAID role they can implement in their school.
- TLW write a persuasive paragraph to their supervisor in support of their professional SRO growth through participation in NASRO's mission, membership, and professional training.

II. Ethics and the SRO

Goal: Establish a highly ethical SRO program in order to build mutual respect and trust among the SRO, students, parents, and school staff.

Learner Objectives:
- TLW identify and support the need for a SRO's high ethical standards via a group discussion with other attendees.
- TLW compare and contrast the unique ethical considerations between a SRO and those of a non-school based officer supporting the importance of "specially trained law enforcement officers in schools."
- TLW evaluate how discretion, foreseeability, and flexibility are central in guiding the development of an ethical code of behavior using varying classroom scenario discussions.

III and IV: The SRO as a Teacher/Guest Speaker and Effective Presentations

Goal: Fully equip the SRO to be confident in the role as a teacher/guest speaker, understand the importance of law-related education, and have proven techniques for classroom management.

Learner Objectives:
- TLW identify law-related education (LRE) topics, in support of school safety, for their school's classroom presentations.
- TLW identify and distinguish the specific characteristics of a visual, auditory, or kinesthetic learner using knowledge gained after completing a learning style survey.
- TLW employ the key components of lesson planning by preparing a sample law-related education (LRE) lesson plan applicable to his/her current assigned school.
- TLW present a sample LRE lesson plan applicable to his/her assigned school incorporating best practices for student learning.

V: Understanding Special Needs Students

Goal: Provide strategies for SROs to be appropriately proactive and reactive when interacting with students with disabilities.

Learner Objectives:
- TLW define IDEA (Individuals with Disabilities Education Act), outline the process to qualify for IDEA services, and site examples of disability categories as it applies to students.
- TLW analyze examples of student behavioral scenarios to identify correlations between students' behavior and IDEA safeguards related to discipline.
- TLW will assess examples of disruptive behaviors exhibited by IDEA students and employ measures to de-escalate the situation.
- TLW review the examples of an adult's responses to students with challenging behaviors and recommend behavioral methodologies via written questions and role play.

VI: The SRO as an Informal Counselor/Mentor

Goal: Provide participants with the tools to become a more effective informal counselor/mentor, and to equip SROs with strategies to foster vital, informal counseling/mentoring relationships.

Learner Objectives:
- TLW interpret the law as it relates to FERPA (The Family Educational Rights and Privacy Act) and students' rights supported with information presented in class discussions.
- TLW evaluate the merit of a referral to a community or professional service based on the student's adverse behavioral challenges/history.
- TLW demonstrate, through role play, best practices strategies to foster positive relationships when presented with difficult student behavioral situations.

VII: Social Media and Cyber Safety

Goal: Social media apps and technology are rapidly evolving which often creates challenges and safety issues to the school environment. This block of instruction will provide tools to address incidents, criminal or noncriminal, which originate or intersect on social media.

Learner Objectives:
- TLW accurately identify varied forms of social media presented in class and characterize them for their behavioral/cognitive effects on students.
- TLW incorporate group discussion of social media best practices to ~~deliver a~~ demonstrate examples of appropriate mentoring of a student negatively impacted by social media.
- TLW design a plan to address social media safety concerns, in their school, intended to educate students, teachers, and parents of social media in all its forms and its potential negative impact on students.

VIII: Understanding the Teen Brain

Goal: Participants will gain an understanding of the complex interaction between intellectual and emotional development during the time of adolescence. This block of instructor will explain the adolescent brain: how the teen brain develops, the two types of teen brains, and traumatic influences on the teen brain.

Learner Objectives:
- TLW compare his/her adolescence to today's adolescent entering puberty with an emphasis on similarities and differences. TLW differentiate the stages of puberty, adolescence and related student behaviors.
- TLW use information presented on the anatomy and physiology of the brain to analyze the connection between brain development and varying adolescent impulsive behaviors expressed by the "Thinking Brain" and "Feeling Brain".

- TLW review best practice strategies and apply those in a role-playing scenario demonstrating effective communication methods for working with a struggling adolescent.

IX: Violence and Victimization: Challenges to Development

Goal: Explore victimization in childhood and adolescence, as well as the impact of trauma on development. The body's hard-wired, biologically based, stress response ("fight or flight") system will be explained including the role of the brain in the stress response system; the nature of traumatic stress; the impact of traumatic stress on the brain; and the behavioral and emotional effects of trauma in childhood and adolescence. The influence of victimization on interactions with SROs will be outlined, as well as best practice approaches for interactions with traumatized youth.

Learner Objectives:
- TLW list and define the three types of stress and describe their potential impact on adolescent behavior and brain development.
- TLW accurately recognize outward signs of a student exhibiting effects of traumatic stress through analysis of various school-based scenarios.
- TLW identify the correlation between Adverse Childhood Experiences (ACE) and the role of the SRO as informal counselor/mentor in managing a challenging student's ACEs behavior.
- TLW analyze examples of challenging encounters with traumatized and victimized youth and propose best practices strategies in addressing behaviors supporting their strategy choices.

X: Sex Trafficking of Youth

Goal: In the role of a SRO, it is imperative that the signs of, and facts about, sex trafficking are well understood. This block of instruction will provide information and resources to assist SROs in their role in anti-sex trafficking efforts.

Learner Objectives:
- TLW define sex trafficking; discuss CSEC (Commercial Sexual Exploitation of Children); and identify available local, state, and federal victim assistance resources.
- TLW examine the necessity for a victim centered approach to students affected by commercial exploitation supported with CSEC data, terminology, demographics, and other victim related information and apply the TRIAD roles in this approach.
- TLW apply CSEC behavior indicators to identify potential students who may be sex trafficking victims and recommend positive interventions SROs can implement to contribute to anti-sex trafficking efforts.

XI: School Law

Goal: The SRO must become a specialist in school related law. This block of instruction will provide generalized information regarding the continual legal decisions that potentially or directly impact the daily duties and responsibilities of the SRO and the school team.

Learner Objectives:
- TLW will survey local/state student-related court cases and develop LRE presentation topics list applicable to their students and parents to promote safe schools.
- TLW explain the correlation between landmark student related court case decisions and their role as the SRO in his/her school with attention to any potential liabilities.

XII: Developing and Supporting Successful Relationships with Diverse Students

Goal: This module is designed to provide awareness of biases within oneself and within others that can be a barrier to successful and trusted relationships with diverse school populations. Successful SROs build relationships by recognizing their existing biases and implementing strategies that build trust and respect. In support of the NASRO Triad, participants will explore strategies for creating, fostering, and maintaining authentic relationships with diverse communities and marginalized groups in schools.

Learner Objectives:
- TLW explore society's definition and understanding of culture and diversity and apply those concepts to law enforcement and community relations.
- TLW will examine how his/her own biases can impact the SRO's role as an informal counselor/mentor and determine how best to manage personal biases for objectivity in counseling and mentoring students.
- TLW recognize attitudes, perceptions, and demographics that foster biases and scrutinize strategies that build successful student relationships.

XIII: Effects of Youth Trends and Drugs on the School Culture and Environment

Goal: This block of instruction will offer general knowledge about the latest drugs and youth trends that will assist a SRO in detecting safety concerns on the school campus. This block of instruction will provide tools for a SRO to stay up-to-date on the newest drugs and youth trends that are always evolving and to emphasize the impact these subcultures could have on the school setting.

Learner Objectives:
- TLW identify varying factors that affect a school's environment and discuss how those factors facilitate drug use among students.
- TLW read and discuss information on the various types of drug misuse among students and recognize the importance of keeping current with youth drug trends.
- TLW will investigate youth related media venues identifying drug influenced facets that affect the school environment and discuss their findings in small groups.

XIV: Threat Response: Preventing Violence in School Settings

Goal: This block of instruction will guide school and law enforcement personnel in response and investigation into verbal and/or written threats of violence. With this information SROs will be able to make informed decisions regarding threats of varying degrees and understand possible ways of dealing with those who make the threats.

Learner Objectives:
- TLW differentiate the SRO and the administrator's role in threat determination and identify investigative factors in threat assessment.
- TLW apply the three basic practices of threat assessment and safety which include the elements of a student's action, departmental policy, and discretion to assessing a threat.
- TLW will conduct a basic threat assessment using instructor provided tabletop exercises and apply best practice threat response actions.

XV: School Safety and Emergency Operations Plans

Goal: In order to provide a safe learning environment, schools and SROs must be prepared for numerous types of emergency situations on campus from a violent intruder to inclement weather. This block of instruction will give SROs the tools needed to become an effective member of the school safety team and develop, with a collaborative team, an Emergency Operations Plan.

Learner Objectives:
- with stakeholders TLW identify the multiple facets of school safety and explain how to implement measures for proactive school safety.
- TLW use class examples to identify school threats and develop prevention and preparedness models based on identified threats.
- TLW successfully complete a tabletop exercise applying best practices for developing an Emergency Operations Plans in collaboration with stakeholders.

XVI: Crime Prevention Through Environmental Design

Goal: This block of instruction will guide school and law enforcement personnel in identifying and understanding the Crime Prevention Through Environmental Design (CPTED) principles and how applying those principles to the school campus can prevent crime.

Learner Objectives:
- TLW explain the CPTED concept and identify the three core principles related to the physical aspects of a school campus safety.
- TLW assess his/her school campus and apply CPTED principles to better facilitate school safety and reduce crime.

NASRO Basic School Resource Officer Training Agenda

Day One

8:00 – 9:00 am	Welcome, Introductions, Course Overview
9:00 am – 12:00 pm	Foundations of School-Based Law Enforcement
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Ethics and the SRO
3:00 – 5:00 pm	The SRO as a Teacher/Guest Speaker

Day Two

8:00 – 10:00 am	The SRO as a Teacher/Guest Speaker: Effective Presentations
10:00 am – 12:00 pm	Understanding Special Needs Students
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	The SRO as an Informal Counselor/Mentor
3:00 – 5:00 pm	Social Media and Cyber Safety

Day Three

8:00 – 11:00 am	Understanding the Teen Brain
11:00 am – 12:00 pm	Violence and Victimization: Challenges to Development
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Violence and Victimization: Challenges to Development, *continued*
3:00 – 5:00 pm	Sex Trafficking of Youth

Day Four

8:00 am – 12:00 pm	School Law
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Developing Successful Relationships with Diverse Students
1:00 – 5:00 pm	Effects of Youth Trends and Drugs on the School Culture and Environment

Day Five

8:00 – 10:00 am	Threat Response: Preventing Violence in Schools
10:00 am – 12:00 pm	School Safety and Emergency Operations Plans
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Crime Prevention Through Environmental Design
3:00 – 4:00 pm	Program Enhancements
4:00 – 5:00 pm	Course Review and Exam

Agenda times are subject to change at the discretion of the instructor.