

Time	Objectives
Day 1	Overview & History of SRO Program in Schools
0800-0850	<p><u>School Resource Officer: Definition & History of Role:</u></p> <p><u>Training Objectives</u></p> <p>T-1.0 The trainee will be able to define the term “School Resource Officer”.</p> <p>T-1.1.1 The trainee will be able to identify the (4) <i>Four</i> roles that the SRO may assume within the school environment; law enforcement, educator, mentor and emergency manager.</p> <p><u>Instructional Objectives</u></p> <p>I-1.0 The trainee will show an understanding of the history of the SRO program in Maryland, and additional provisions under MD Law specific to SROs.</p> <p>I-1.1.1 The trainee will show an understanding of the history of the SRO program in other states.</p>
0900-0950	<p><u>Memorandum of Agreement/Understanding (MOU):</u></p> <p><u>Training Objectives</u></p> <p>T-1.2.1 The trainee will be able to describe the importance of having a MOU between the police department and the school.</p> <p>T-1.2.2 The trainee will be able to recognize the key elements that should be covered in a MOU.</p> <p>T-1.2.3 The trainee will identify those offenses that require referral from school official(s) to law enforcement officials.</p> <p><u>Instructional Objectives</u></p> <p>I-1.2.1 The trainee will be shown how often the MOU must be reviewed, and who must approve it.</p> <p>I-1.2.2 The trainee will review, pursuant to the MOU, the required disclosure of juvenile information by law enforcement officials to school officials and a review of the <i>information sharing legislation</i> in Maryland.</p> <p>I-1.2.3 The trainee will recognize the protocol for taking a student into custody on school property.</p>

1000-1055

Working Collaboratively with School Administration and Staff:

Initial Meeting with School Staff

Training Objectives

T-1.3.1 The trainee will explain the importance of developing a working relationship with the school staff and an understanding of the school environment.

- A. What a good relationship looks like between the SRO and staff
- B. Effective communication with administrators and staff

Instructional Objectives

I-1.3.1 The trainee will recognize the areas of importance for discussion at the initial meeting.

I-1.3.2 The trainee will understand the formatting of an agenda for the initial meeting with the school staff.

I-1.3.3 The trainee will review the importance of documentation:

- A. Monthly or weekly activity sheets
- B. Weekly narrative of activities
- C. Police Incident reports/School incident reports
- D. Police contact forms/gang forms
- E. Daily journals/activity logs

I-1.3.4 The trainee will review the structure and importance of chain of command, as designed by the Chief Law Enforcement Officer.

- A. School Chain of Command Day-to-Day
- B. School Chain of Command in an Emergency
- C. Department Chain of Command Vs School Chain of Command

<p>1100-1155</p>	<p><u>Restorative Practices in Schools – PBIS, School Based Mediation, and School to Prison Pipeline considerations and Implicit Bias:</u></p> <p><u>Training Objectives</u></p> <p>T-1.4.1 The trainee will identify what Restorative Practices are being used in MD.</p> <p>T-1.4.2 The trainee will describe the meaning of the School to Prison Pipeline and explain the concept and consequences of arrest for juvenile offenders in MD.</p> <p>T-1.4.3 The trainee will recall the difference between the adolescent brain and the adult brain.</p> <p><u>Instructional Objectives</u></p> <p>I-1.4.1 The trainee will understand what a Multi-tiered System of Support means and how it is being used in Maryland schools.</p> <p>I-1.4.2 The trainee will have explored School-based Mediation; School-based supports, Teen Courts, and Community Conferencing.</p> <p>I-1.4.3 The trainee will understand the (6) six ways children grow.</p> <p>I-1.4.4 The trainee will understand the differences between developmental age and chronological age.</p> <p>I-1.4.5 The trainee will differentiate the characteristics of children in the four stages of development: primary, intermediate, middle school, and high school.</p>
<p>1200-1300</p>	<p>Lunch</p>
<p>1300-1355</p>	<p><u>Maintaining a Positive School Climate:</u></p> <p><u>Training Objectives</u></p> <p>T-1.5.1 The trainee will distinguish between promotion and prevention mindsets.</p> <p>T-1.5.2 The trainee will define what a Positive School Climate is and how to create/maintain that environment.</p> <p><u>Instructional Objectives</u></p> <p>I-1.5.1 The trainee will recall the SRO’s role in achieving a positive school climate.</p>

	<p>I-1.5.2 The trainee will comprehend the correlation between a Positive School Climate and potential threats to the school/School Threat Assessments.</p> <p>I-1.5.3 The trainee will analyze the (4) four primary elements of a positive school climate.</p> <p>I-1.5.5 The trainee will summarize the main indicators within each climate element.</p> <p>I-1.5.6 The trainee will categorize practices as promotion and prevention strategies within each of the (4) four elements.</p>
<p>1400-1600</p>	<p><u>Victimization of Youth in Schools-Child Protective Services:</u></p> <p><u>Training Objectives</u></p> <p>T-1.6.1 The trainee will recognize what Victimization of Youth entails and the SRO’s role for each category of victimization.</p> <p>T-1.6.2 The trainee will remember the signs of Relationship Violence in schools, help to identify unhealthy relationships, and ways to instruct/informally counsel on preventing relationship violence.</p> <p>T-1.6.3 The trainee will list the signs of Child Trafficking, Child Sexual Abuse, Child Exploitation, Undocumented Youth, DACA Considerations, and chronic Runaway students from their schools or communities.</p> <p><u>Instructional Objectives</u></p> <p>I-1.6.1 The trainee will be able to discuss the nuances of Child Abuse Investigations in schools and coordination with School Counselors/Officials, Child Abuse Detectives and Child Protective Services.</p> <p>I-1.6.1 The trainee will recognize the relevant MD statutes and COMAR provisions related to child abuse.</p>

<p>DAY 2</p>	<p>Informal Counselor</p>
<p>0800-0850</p>	<p><u>Informal Counseling Roles and Responsibilities:</u></p> <p><u>Training Objectives</u></p> <p>T-2.1.1 The trainee will define the term “Informal Counselor.”</p> <p>T-2.1.2 The trainee will identify three strategies to advance the concept of peer mediation and conflict resolution.</p> <p><u>Instructional Objectives</u></p> <p>I-2.1.1 The trainee will show an understanding of the roles and responsibilities of being an informal counselor and the relationship to the other (3) three roles of the SRO.</p> <p>I-2.1.2 The trainee will identify the personal characteristics needed to be effective in this role and explain appropriate conduct necessary to become a successful informal counselor and mandatory reporter in Maryland.</p> <p>I-2.1.3 The trainee will discuss the importance of counseling ethics, confidentiality and wrap around services available in their area.</p>
<p>0900-0950</p>	<p><u>Disability & Diversity Awareness with a focus on Inclusiveness and Cultural Fluency:</u></p> <p><u>Training Objectives</u></p> <p>T-2.2.1 The trainee will define the terms disability, diversity, inclusiveness and cultural fluency.</p> <p>T-2.2.5 The trainee will differentiate between HIPAA, FERPA and “Best Practices in Seclusion & Restraint” report for MD Schools.</p> <p><u>Instructional Objectives</u></p> <p>I-2.2.1 The trainee will review the different classifications of disabilities.</p> <p>I-2.2.2 The trainee will discuss the possibility that individuals with disabilities may experience discrimination in the fields of education, health, social economy, employment and justice.</p>

1000-1200	<p><u>Implicit Bias</u></p> <p><u>Training Objectives</u></p> <p>T-2.3.1 The trainee will explain the position that even well-intentioned persons may have biases.</p> <p>T-2.3.2 The trainee will explain the Critical Decision-Making Model for use by SRO's in managing critical incidents, especially those involving participants who are not armed with weapons and who may be experiencing a mental health or other crisis.</p> <p><u>Instructional Objectives</u></p> <p>I-2.3.1 The trainee will discuss how implicit biases impact what we <i>perceive / see</i> and can (unless prevented) impact on what we <i>do</i>.</p> <p>I-2.2.2 The trainee will understand how fair and impartial policing leads to <i>police legitimacy and effective policing</i>.</p> <p>I-2.2.3 The trainee will use tools that help him/her (1) recognize his/her conscious and implicit biases, and (2) implement "controlled" (unbiased) behavioral responses.</p>
1200 - 1300	Lunch
1300-1355	<p><u>Drug Education and Current Trends in Maryland Schools:</u></p> <p><u>Training Objectives</u></p> <p>T-2.4.1 The trainee will identify the current trends of (CDS) Controlled Dangerous Substance use in Maryland Schools.</p> <p>T-2.4.2 The trainee will identify investigative responses, reporting needs to other Law Enforcement Units, and medical response from SROs to an overdose incident, including the use of Narcan on a student.</p> <p><u>Instructional Objectives</u></p> <p>I-2.4.1 The trainee will discuss decriminalization of Marijuana in Maryland and its implications in the school environment.</p> <p>I-2.4.2 The trainee will be familiar with: opioids, vaping, juuling, edibles, dabbing and other current trends in drug use in Maryland.</p> <p>I-2.4.3 The trainee will understand signs of overdose, addiction and wrap around supports for drug treatment in the jurisdiction of the SRO.</p> <p>I-2.3.4 The trainee will learn about law enforcement education supports, such as D.A.R.E., L.E.A.D., "Not my Child" presentations and other education for school-wide awareness and education.</p>

1500-1600

Investigation of Bullying, Threats & Social Media:

Training Objectives

T-2.5.1 The trainee will define bullying.

T-2.5.2 The trainee will describe the effects of victimization on youth and possible suicidal and homicidal implications of a bullied person(s).

T-2.5.3 The trainee will list the social networks most often used by offenders in Social Network bullying.

Instructional Objectives

I-2.5.1 The trainee will understand current trends of bullying.

I-2.5.2 The trainee will learn the components of bullying: Harassment, Intimidation, and Electronic Communication.

I-2.5.3 The trainee will understand the characteristics/signs of the bully.

I-2.5.4 The trainee will analyze strategies used in the prevention of bullying.

I-2.5.6 The trainee will define Social network bullying and its potential consequences for youth in schools.

I-2.5.7 The trainee will understand resources used to investigate and combat Social Network bullying.

I-2.5.8 The trainee will be provided with an overview of MSDE's online reporting forms and recall how to fill them out.

<p>DAY3</p>	<p>Law Related Teacher/Mentor</p>
<p>0900-0955</p>	<p><u>Principles of Effective Learning – The Expanding Role of an SRO as an Instructor:</u></p> <p><u>Training Objectives</u></p> <p>T-3.1.1 The trainee will list least the (3) three different learning styles.</p> <p><u>Instructional Objectives</u></p> <p>I-3.1.1 The trainee will understand the (8) eight principles of learning.</p> <p>I-3.1.2 The trainee will know the importance of learning styles and how it relates to law related education for SROs.</p>
<p>1000-1055</p>	<p><u>Getting Into The Classroom:</u></p> <p><u>Training Objectives</u></p> <p>T-3.2.1 The trainees will list at least (3) three topics or programs available to assist with law related education:</p> <ul style="list-style-type: none"> A. Street Law B. D.A.R.E. C. G.R.E.A.T. D. FATAL VISION E. L.E.A.D. <p><u>Instructional Objectives</u></p> <p>I-3.2.1 The trainee will know how to create courses used effectively for law related education.</p> <p>I-3.2.2 The trainee will discuss the importance of Law Related Education.</p> <p>I-3.2.3 The trainees will generate a discussion of the importance of getting involved in law related education with small groups, after school groups, parent groups and school wide assemblies to improve school climate.</p>
<p>1100 -1155</p>	<p><u>Constructive Interactions with Students – Building Trust and Reducing Fear:</u></p> <p><u>Training Objectives</u></p> <p>T-3.3.1 The trainee will describe the role of the SRO as an educator, mentor, and coach, and the benefit of the SRO to the school community.</p>

	<p>T-3.3.2 The trainee will explain boundaries to observe while acting in the capacity of an SRO.</p> <p><u>Instructional Objectives</u></p> <p>I-3.3.1 The trainee will recognize how their actions and appearance can lead to positive or negative perceptions.</p> <p>I-3.3.2 The trainee will learn how to be a positive role model.</p> <p>I-3.3.3 The trainee will understand supportive roles the SRO can hold to help build positive relationships:</p> <ul style="list-style-type: none"> A. Athletic Coach B. Club Advisor/Explorer Advisor C. Activity Leader D. Extracurricular Activity Participant/Leader E. Mentor/Tutor
1200-1300	Lunch
1300-1355	<p><u>Collaboration and Problem Solving with Stakeholders:</u></p> <p><u>Training Objectives</u></p> <p>T-3.4.1 The trainee will define The SARA Model of Problem Solving.</p> <p>T-3.4.2 The trainee will summarize how to collaborate with Stakeholders to solve school or community issues impacting the school environment.</p> <p>T-3.4.5 The trainee will complete a SARA Model problem solving outline for a specific issue at their assigned school or a community issue to demonstrate the skill.</p> <p>T-3.4.6 The trainee will complete a problem-solving skills worksheet.</p> <p><u>Instructional Objectives</u></p> <p>I-3.4.1 The trainee will understand how to identify community stakeholders for problem solving and collaboration.</p> <p>I-3.4.2 The trainee will discuss Problem-Solving Tips and review: “A Guide to Reducing Crime and Disorder through Problem-Solving Partnerships” COPS Publication.</p> <p>I-3.4.4 The trainee will discuss the problem-solving process and learn step</p>

	<p>by step problems solving methods for use in school issues. Practical examples of problem-solving from the field will be provided.</p>
<p>1400-1600</p>	<p><u>Youth Development, Behavior and Discipline:</u></p> <p><u>Training Objectives</u></p> <p>T-3.5.1 The trainee will summarize the basic elements and types of culture and subcultures relevant to youth in schools.</p> <p>T-3.5.2 The trainee will identify the type of students who are at-risk for antisocial behavior during adulthood.</p> <p>T-3.5.3 The trainee will be list the steps of conflict de-escalation.</p> <p><u>Instructional Objectives</u></p> <p>I-3.5.1 The trainee will be able to distinguish between the (7) seven developmental domains.</p> <p>I-3.5.2 The trainee will be able to distinguish between risk factors and strengths (protective factors and assets).</p> <p>I-3.5.4 The trainee will be able to list the worldviews youth might hold.</p> <p>I-3.5.5 The trainee will be able to diagram the respective roles of culture, worldview, risk factors, protective factors, and assets in the developmental pathways influencing youth development.</p> <p>I-3.5.6 The trainee will be able to predict the need or goal motivating youth behavior.</p> <p>I-3.5.7 The trainee will be able to identify a prosocial replacement behavior to substitute for antisocial behavior.</p> <p>I-3.5.8 The trainee will be able to distinguish between a criminal violation and a school disciplinary matter.</p> <p>I-3.5.9 The trainee will be able to distinguish between hot and cold thinking.</p> <p>I-3.5.10 The trainee will be able to articulate how to reward prosocial behavior in lieu of punishment for bad behavior.</p>

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DAY 4	Enforcement & Investigations in Schools
0800-0950	<p><u>School Law and the School Based Police Officer:</u></p> <p><u>Training Objectives</u></p> <p>T-4.1.1 The trainee will summarize COMAR requirements for Police in Schools.</p> <p>T-4-1-2 The trainee will summarize laws from the Educational Article that are specific to the school environment.</p> <p>T-4.1.3 The trainee will describe the difference between police search and seizure in schools and school administrator searches in schools to include searching and seizing electronic devices.</p> <p>T-4.1.4 The trainee will describe the police officers roll in a search of a student by a school official.</p> <p><u>Instructional Objectives</u></p> <p>I-4.1.1 The trainee will discuss recent Maryland school related case law relevant to School Based Policing.</p> <p>I-4.1.2 The trainee will understand reasonable suspicion, probable cause and search and seizure in the school setting based on relevant U.S. Supreme Court Cases.</p> <p>I-4.1.3 The trainee will understand probable cause as it relates to cooperation in school investigations.</p> <p>I-4.1.4 The trainee will learn the mechanisms for information sharing in Maryland Schools and the laws covering the sharing of information.</p> <p>I-4.1.5 The trainee will learn of recent litigation against School Resource Officers for acts/failure to act in the performance of their duties.</p>

<p>1000-1050</p>	<p><u>Official Interactions with Juveniles:</u></p> <p><u>Training Objectives</u></p> <p>T-4.2.1 The trainee will compare the difference between school discipline and criminal behavior.</p> <p>T-4.2.2 The trainee will list the requirements for a law enforcement officer conducting an interview of a student suspected of violating the law.</p> <p>T-4.2.3 The trainee will list three circumstances under which a law enforcement officer may question a juvenile in the absence of a parent or guardian on school property.</p> <p>T-4.2.4 The trainee will recall the difference between custodial arrest and non-custodial arrest.</p> <p><u>Instructional Objectives</u></p> <p>I-4.2.1 The trainee will know the roles of the school official in conducting an interview of a student suspected of violating the law.</p> <p>I-4.2.3 The trainee will review when a juvenile interrogation must be recorded and when Miranda rights are to be provided.</p> <p>I-4.2.4 The trainee will review use of force by officers in schools.</p> <p>I-4.2.5 The trainee will understand Judge Teske’s Non-Negotiables.</p> <p>I-4.2.6 The trainee will show review the procedure for processing when charging a juvenile who is (14) fourteen years of age or older.</p> <p>I-4.2.7 The trainee will have knowledge of minimizing embarrassment to juveniles being taken into custody in a school setting.</p>
<p>1100-1200</p>	<p><u>Managing Gangs in Schools:</u></p> <p><u>Training Objectives</u></p> <p>T-4.3.1 The trainee will identify criminal gangs operating in Maryland Schools in their region.</p> <p>T-4.3.2 The trainee will demonstrate the use of the proper processing documents used to validate and document gang involvement.</p> <p>T-4.3.3 The trainee will identify laws related to gang membership and participation in Maryland.</p>

	<p>Instructional Objectives</p> <p>I-4.3.1 The trainee will recall signs of gang activity in their schools, to include notebook searches, clothing, and graffiti on or around school property.</p> <p>I-4.3.2 The trainee will have familiarity with information on regional gang task forces, MARGIN training and additional resources for additional expertise with gangs in their region.</p>
1200-1300	Lunch
1300-1600	<p><u>Assessing Indicators and Behaviors of Concern & Utilizing Trauma Informed Interventions:</u></p> <p><u>Training Objectives</u></p> <p>T-4.4.1 The trainee will identify behaviors of concern as they relate to students or others in the school environment.</p> <p>T-4.4.2 The trainee will list examples of behaviors of concern.</p> <p>T-4.4.3 The trainee will explain school based behavioral threat assessment teams.</p> <p>T-4.4.4 The trainee will recall the proper use of Emergency Petitions and their relationship to the school to prison pipeline and effective policing.</p> <p>T-4.4.5 The trainee will recall the neuroscientific response to trauma and the list distinctions between a child’s response to trauma and an adult’s response to trauma.</p>

Instructional Objectives

I-4.4.3 The trainee will recognize warning signs of behaviors of concern.

I-4.4.6 The trainee will know when he/she must be involved when behavioral concerns are identified by the school or staff.

I-4.4.7 The trainee will discuss their roll from that of the school when dealing with behavioral concerns.

I-4.4.9 The trainee will understand the impact of traumatic experiences on students and their classroom behaviors.

I-4.4.10 The trainee will understand the importance of and techniques for not re-victimizing an individual.

I-4.4.11 The trainee will be able to articulate the (4) four essentials of Trauma Informed Care (TIC): connect, protect, respect and redirect.

	<p><u>Instructional Objectives</u></p> <p>I-5.2.1 Trainees will review a <i>School Threat Assessment Team</i> and learn their role in this convening of a team for an assessment.</p> <p>I-5.2.2 The trainee will review a sample School Threat Assessment Team outcome and discuss the role of the SRO and Law Enforcement as it relates to the team and outcomes.</p> <p>I-5.2.3 The trainee will discuss when to ask school officials to convene a School Threat Assessment Team.</p> <p>I-5.2.4 The trainees will discuss the need for communication with their school teams after hours to investigate and prepare for an evolving incident.</p> <p>I-5.2.5 The trainee will review other resources available for a successful conclusion to an incident; MGUN, MCSS Resources, MCAC Resources, (MCT) Mobile Crisis Teams, Community Resources, and School System resources.</p>
1200-1300	Lunch Break
1300-1500	<p><u>SORAT – Single Officer Response to Active Threat/Assailant:</u></p> <p><u>Training Objectives</u></p> <p>T-5.3.1 Trainees will differentiate between Single Officer and Multiple Officer response to an Active Assailant.</p> <p>T-5.3.4 Trainees will perform Single Officer movement and engagement of an active threat to a school campus. (Practical)</p> <p><u>Instructional Objectives</u></p> <p>I-5.3.1 Trainees will be familiar with SORAT and how it relates to School Based Policing and individual agency policy.</p> <p>I-5.3.3 Trainees will review Single Officer Movement during active assailant incidents.</p> <p>I-5.3.3 Trainees will discuss SORAT considerations, equipment and best practices for the school-based officer.</p> <p>I-5.3.4 Trainees will be referred to additional external training for more intensive practice in the skills discussed. ALERT, ALICE, MPTC SORAT, FLETC Course(s) per their agency policies.</p>
1500-1600	<p><u>Course Conclusion:</u></p> <p>Course Review, Course Evaluations</p> <p>Test and Test Review</p> <p>Certificate Awards</p>

