1. **SCHOOL-LAW ENFORCEMENT PARTNERSHIP: STRATEGIES FOR SUCCESS IN THE SCHOOL ENVIRONMENT**

**Overview**

**SLEP Training Module IV Goal**

The goal of SLEP Training Module IV is to orient SROs to building-based school personnel and members of the broader school community and the potential for collaboration within the context of the SLEP; to the legal base, process for collecting, and use of school discipline, crime and violence data; to common school programs and supports that address issues associated with school and student safety; and to key tools and resources for partnership effectiveness and ongoing SRO professional development.

**Module IV Learning Objectives**

*Upon completion of Module IV, participants will be able to*

* Identify roles and responsibilities of key school-based personnel and members of the broader school community and potential strategies for collaboration with them within the context of the SLEP.
* Describe the legal base and process for collecting discipline, crime, and violence (DCV) data in Virginia schools and strategies for using such data for school safety planning.
* Describe common school programs and supports that address problems associated with school and student safety including special education and 504 services, bullying prevention/intervention, truancy prevention/intervention, and suicide prevention.
* Identify and describe the use of available tools for SLEP information, recordkeeping, and school safety inspections.
* Identify resources for additional information and assistance in implementing and improving effectiveness of SLEPs.
* Identify key sources for ongoing SRO professional development.

**Module IV. Overview with Crosswalk to SLEP Guide**

| **Module IV. Topics** | **Related SLEP Guide** |
| --- | --- |
| A. Overview of Module IV. Strategies for Success in the School Environment |  |
| B. Key School-Based Personnel | Chapter II, B, 2 |
| C. Understanding and Using DCV Data and the SSIR | Chapter IV, Section D |
| D. Key School Programs and Supports | Chapter IV, Section E |
| 1. Special Education & Section 504 Services | Chapter IV, Section E |
| 1. Bullying Prevention/Intervention | Chapter IV, Section E |
| 1. Truancy Prevention/Intervention | Chapter IV, Section E |
| 1. Suicide Prevention | Chapter IV, Section E |
| 1. Conflict Resolution, Mediation & Peer Mediation | Chapter IV, Section E |
| D. Review of SLEP Tools | Supplement 1 |
| 1. SECURe Implementation Rubric | Supplement 1 |
| 1. Recordkeeping and Reporting Tools | Supplement 1 |
| 1. School Inspection Checklist | Supplement 1 |
| 1. Review of Key SLEP Resources | Supplement 3 |
| Review of Module IV |  |

**Training Content**

| **Module IV. Strategies for Success in the School Environment** | |
| --- | --- |
| **Slides** | **Instructor Script** |
|  | **Overview of Module IV. Strategies for Success in the School Environment**  *Key Learning Points*:   * Hopefully, you’re thinking we have been providing helpful strategies throughout this training. * This module, however, focuses on what SROs will find in the school environment and strategies and available resources to use for effectiveness in the school environment. * We’re going to take a closer look at:   + the roles of building-based school personnel and how their roles connect with SRO roles;   + how the process of disciplinary data reporting works and how you can use such data for school safety planning;   + common school programs and supports that address problems associated with school and student safety; and   + tools and resources for your ongoing professional development in becoming an effective SRO. |
|  |  |
|  | Key School-Level Personnel *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  Refer participants to *SLEP Guide*, Chapter II, B, 2, beginning on p. 30.  *Explain*:   * We looked at school division-level personnel in Module I as part of the discussion of the partnership and MOU between the school division and law enforcement agency. * While school division personnel oversee programs and services, we recognize that school programs and services are actually delivered in schools and that the SLEP is similarly implemented on a day-to-day basis at the school building level. * Recalling that the SLEP employs a community policing approach, this module begins with a brief review of members of the school community with whom the SRO will collaborate and serve. * Most will be only briefly reviewed, but we’ll look a bit more closely at the SSO role, differentiating it from that of the SRO. |
|  |  |
|  | **Principals and the Collaborative Nature of Relationship**  Guide, p. 31  *Key Learning Points*:   * Principals are the school’s instructional leader and, with assistant principals, oversee every aspect of the day-to-day operation of schools. * You’ll recall that in Module 1 we discussed the critical importance of the school administrator-SRO relationship and how the SRO and administrator determine how the partnership operates in a specific school. * We emphasized the collaborative nature of the relationship and have repeatedly referred to the need for administrators and SROs to determine what responses to student misconduct best serve both the interest of the student and the welfare of the school community.   Also in Module 1 were some strategies and a timetable for being introduced to and establishing positive relationships with teachers and students |
|  |  |
|  | **Specialists**  Guide, p. 31  *Key Learning Points*:   * Among the specialists who work with a broad spectrum of students are school counselors, school nurses, school social workers, school psychologists and multiple types of therapists. * Please see the more detailed descriptions of these roles in the *SLEP Guide*. This brief review does not do justice to their important roles but we want you to recognize the many opportunities there are to collaborate with these members of the school community. * School counselors are usually assigned to a single school, particularly at the secondary level. They are very knowledgeable about students and about school resources and operations. * School nurses are usually assigned to a single school and are a critical actor in crisis/emergency planning and critical incident response. * School social workers are usually assigned to more than one school. Their work centers around problem-solving involving outreach to families and community resources. They are therefore especially knowledgeable about community resources and about the family and community environments of students. * School psychologists are also usually assigned to more than one school. Most are deeply involved with assessment of students but are often consulted in decisions about students related to threat assessment and disciplinary action. * Finally, there are therapists such as speech, physical, and occupational therapists. They usually provide services at more than one school and often work with students with disabilities. |
|  |  |
|  | **Operations Staff**  Guide, p. 32  *Key Learning Points*:   * Operational staff members are sometimes overlooked as resources but are very important. * *Custodians* and *maintenance and cafeteria personnel* are especially knowledgeable about the school’s physical plant and operation and should be involved with school crisis planning and preparation. They are also well positioned to observe concerning student behaviors. * *Bus drivers* are familiar with neighborhoods and with activities at and around bus stops. They are responsible for managing students on buses and report conduct violations on buses and at bus stops. Additionally, they have a role in crisis planning and preparation and provide the transportation in evacuations. |
|  |  |
|  | School Security Officer Role *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  Refer participants to *SLEP Guide*, Chapter II, Section B.2, beginning on p. 32.  *Key Learning Points*:   * Both SSOs and SROs have responsibilities related to school security; therefore, it is important that they coordinate their respective activities in schools where both are present. * There is a great deal more detail about how SSOs are defined in Code and training and certification requirements in the *SLEP Guide*. * Key differences are: * SROs are law enforcement officers and have sworn authority set forth in state law, including the authority to arrest whereas SSOs in Virginia are school division employees working under the direction of a local school administrator and they do not have law enforcement authority. * Within the school environment, it is critical to differentiate criminal matters that are the responsibility of the SRO from disciplinary matters that are the responsibility of the school administrator. * As a rule, * Law enforcement officers take the lead when there are serious criminal violations; * School officials take the lead on school violations; and * Roles of SSOs are specified by the employing school division. |
|  |  |
|  | Comparing SRO and SSO Roles Guide, p. 33  *Key Learning Points*:  Let’s quickly compare the SSO and SRO roles:  *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  *Refer participants to the SSO/SRO comparison table in the SLEP Guide.*   * It is important to understand that SSO roles are prescribed by schools either at the division or school level and, therefore, may vary widely across school divisions and schools. This comparison is a general one.  |  |  | | --- | --- | | **School Security Officer** | **School Resource Officer** | | 1. A school employee | 1. A law enforcement agency employee | | 1. Complying with and guided by local school policies and regulations | 1. Complying with federal and state laws and local ordinances | | 1. Functions under the direction of local school principal or designee | 1. Functions under the direction of law enforcement command | | 1. Primarily assigned to school campus activities | 1. Assigned to school and community activities | | 1. Responsible for enforcing school policy | 1. Responsible for enforcing laws | | 1. Responsible for detaining individuals | 1. Responsible for custody and arrest in conformance with law |  |  |  | | --- | --- | | 1. Can search students based upon reasonable suspicion in accordance with local school board policy | 1. Search in accordance with State and Federal laws; search requires probable cause or permission | | 1. May detain and question students | 1. Laws and custody requirement procedures apply | | 1. Act in absence of parents (*in loco parentis*) | 1. Act under the standards of law | | 1. Use of force should be limited and only used in accordance with local school policy | 1. Use of force is permissible as guided by law enforcement agency policy | |
|  |  |
|  | The Broader School “Community” Guide, p. 34  *Key Learning Points*:   * Schools are where the whole community comes together and SROs are strategically located to interact with and be of assistance to numerous members of the community. * It is not uncommon for parents to approach the SRO concerning non-school related issues. * Faculty and staff members will seek advice from the SROs concerning domestic issues or neighbor complaints. * Homeowners near the school may report suspicious activity to the SRO. * Business owners may request assistance from the SRO concerning student conduct in their stores. * Let’s conclude this section of training with a brief review of the table listing key groups and SLEP roles.   *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  *Refer participants to Table 4. Key Groups in the SLEP Guide.*   * Although the SRO may be assigned to a school with 1,500 students, the actual number of community members served can be much higher when taking into account the broader school community. * This table demonstrates the broad range of community members who can be involved with or served by the SLEP. * Remember those technically “outside” the school, the “community” SROs serve include:   + Parents   + Local businesses and civic groups   + Community-based agencies serving children and families including     - Community Services Boards (CSBs),     - Court Service Units (CSUs),     - Departments of Social Services (DSSs).  | **Key Members of School-Law Enforcement Partnerships** | **Partnership Roles** | | --- | --- | | Local School Board | The Virginia Constitution vests the supervision of schools in each school division in a school board. | | School division leadership: Superintendent and division-level administrators | Their support is critical. Agreement between the superintendent and police chief/sheriff establishes the framework for partnership. They are key to division-wide policy change. | | Building leadership: Principal, assistant principals | On a day-to-day basis, principals carry primary responsibility for school building operations including implementing student conduct policies and procedures. | | Instructional staff: Department heads, faculty, instructional assistants | Focus primarily on the teaching and learning. Often very knowledgeable about individual students and student groups. Their support for partnership efforts is critical. | | Specialists: School counselors, school nurses, school social workers, school psychologists, and homelessness coordinator. | Focus largely, although not exclusively, on high-risk students. They are key to developing intervention strategies for individual students.  See Chapter V, Section B. Challenges Students Experience for additional related information on issues these specialists address and strategies for effective collaboration. | | Operations staff: Custodian, maintenance and cafeteria personnel, bus drivers | Knowledgeable about the school’s physical plant and operation; often in a position to observe important student interaction. Sometimes overlooked, they need to be involved in partnership activities. | | Coaches | Coaches are well positioned to observe behavior and peer interaction and to have informal contact with students. Further, they are typically held in high esteem by students and are very influential. Their understanding and support for the school-law enforcement partnership implementation is very important. | | Students | Although some have needs that require school intervention and a small number require law enforcement intervention, most can serve as a valuable resource for school safety and security. They can be engaged in law-related education, in crime prevention activities, and are an excellent source of information for problem analysis and developing solutions. | | Parents | Provide valuable perspectives; important to continuing political support for partnerships. | | Local businesses and civic groups | Often strongly invested in schools, they can provide valuable perspectives and financial and/or political support. | | Community-based agencies serving children and families including  Community Services Boards (CSBs),  Court Service Units (CSUs),  Departments of Social Services (DSSs). | Students and their families may be involved with or need the services of various community mental health, social services, or counseling and support organizations.  See Chapter V, Section B. Challenges Students Experience for additional related information on issues these specialists address and strategies for effective collaboration with these resources. | |
|  |  |
|  | School Personnel Training about SRO Roles and Procedures Guide, p. 33   * School personnel must be trained to achieve an accurate set of expectations about SRO roles and to understand school-specific operational procedures. * Some recommendations: * Plan for initial and ongoing/refresher training on the SRO role and related procedures * SRO attend school-sponsored training on student issues such as mental health issues, child abuse, substance abuse, and suicide prevention. * SROs and administrator attend trainings on legal issues together so they learn together and have an opportunity to jointly clarify or refine their collaboration. |
|  |  |
|  | Understanding and Using School Discipline, Crime, and Violence (DCV) Data *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  *Explain: We are now focusing on school “discipline, crime, and violence” reporting -- understanding it and using the data for crime prevention, school safety, and law enforcement purposes.*  *Refer participants to SLEP Guide, Chapter IV, Section D, beginning p. 61.*   * School divisions are required by law to submit to the Virginia Department of Education what is referred to as “DCV” – stands for discipline, crime, and violence. * The single DCV collection serves multiple purposes; data is used for multiple required state or federal reports. * Virginia’s reporting process employs a well-defined set of data elements. As of 2016-2017, 159 types of offenses were being reported and these offenses are organized into nine categories:   1. Weapons Related Offenses  2. Offenses against Students  3. Offenses against Staff  4. Offenses against Persons  5. Alcohol, Tobacco, and Other Drugs (ATOD)  6. Property Offenses  7. Disorderly / Disruptive Behavior  8. Technology Offenses  9. All Other Offenses |
|  |  |
|  | **Incidents Reported**  Guide, p. 60  *Key Learning Points*:  Schools are required to report incidents that occur in different places and at different times, including all incidents that:   * take place on school grounds, regardless of time of day or day of the week, even if the offender is not an enrolled student at that school; * take place off-campus at school-sponsored events; * occur in alternative education, Governor’s schools, special education, technical or regional centers; and * take place on school transportation to and from school or to and from special events such as field trips. |
|  |  |
|  | **General Data Collection Process**  Guide, p. 60  *Key Learning Points*:   * Information is collected about the incident, about offenders, about victims, if any, and about disciplinary actions taken, including whether the incident was reported to law enforcement. * *At the School Level* – Collection process starts here; technologies used vary.. * *At the School Division Level* - All divisions have a designated “DCV Coordinator” who serves as the primary point of contact on matters related to DCV reporting and generally serves as the data “steward,” ensuring that the process of data collection within the school division and reporting data to the VDOE operate well. * *At the State Level* - VDOE provides detailed instructions for data submission and ongoing technical assistance through regional workshops, telephone and e-mail consultation, and even site visits, when requested. After school divisions submit and verify DCV data to be accurate, the VDOE uses the data for a variety of purposes, including preparing required state and federal reports. |
|  |  |
|  | SSIR: An Important SRO Resource Guide, p. 61  *Key Learning Points*:   * The Safe Schools Information Resource (SSIR) – <https://p1pe.doe.virginia.gov/pti/>) is an important tool for SROs in understanding discipline, crime, and violence activities in their schools and school division. * The SSIR website provides user-friendly public access to the discipline, crime, and violence (DCV) data. * Anyone can access the website and obtain information about any school or school division in the Commonwealth. * Data for the most recent five years are posted and reports may be generated in numerous categories according to the user’s selections. * It uses multiple, easy-to-understand drop-down menus, users can search by school year, school division, school type, school name, offense category, offense type, discipline outcome, and time element. * There is a User Guide on the website with full instructions on its use. * SROs can use the SSIR to obtain full reports on their assigned school(s). * Especially for newly assigned SROs it will provide insights into the nature and frequency of incidents at the school, trends, and patterns of disciplinary action – all data helpful in school safety planning as well as crime prevention activities and law-related education. |
|  |  |
|  | *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  *If there is internet access, demonstrate use of the SSIR.* |
|  |  |
|  | **C. Understanding Key School Programs and Supports**  *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  Refer participants to *SLEP Guide*, Chapter IV, Section E, beginning p. 61.  *Explain:*   * In this period of training, we will briefly review some of the programs and supports that SROs will find in virtually all secondary schools.      * Having basic knowledge of these programs and supports helps SROs navigate the school environment and understand better how to collaborate in ways that keep schools safe and contribute to positive school climates. * Programs and services we review are:   + Special Education & Section 504 Services   + Bullying Prevention/Intervention   + Truancy Prevention/Intervention   + Suicide Prevention   + Conflict Resolution, Mediation & Peer Mediation |
|  |  |
|  | **Special Education & Section 504 Services**  Guide, p. 61  *Key Learning Points*:   * In Module III, we looked at students with disabilities and important implications for law enforcement in working with these students. * Here, we are focusing on programs and services, rather than the students. * The Individuals with Disability Education Act (IDEA) guarantees a free appropriate public education to all eligible children with disabilities. * The services and placement of students with disabilities who need special education, are developed through an individualized education plan (IEP) that is the responsibility of local public school divisions. * SROs are strongly urged to learn about special education and there are several very sources of readable information listed in the *SLEP Guide*. |
|  |  |
|  | Students Eligible for Services under Section 504 Guide, p. 62  *Key Learning Points*:   * Section 504 is part of the Rehabilitation Act of 1973, as amended, that requires schools to provide a free and appropriate public education to students; it operates very much like the Individuals with Disabilities Education Act (IDEA). * No disability categories with strict eligibility criteria but may include a broad range of impairments such as attention deficit disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), allergies, disabilities, multiple chemical sensitivity, and obesity. * Requires the disability substantially limits one or more major activities; temporary impairments would typically not qualify.   Examples:   * A student with severe arthritis may have persistent pain, tenderness or swelling in one or more joints may require a modified physical education program, a rest period during the day, or use of assistive devices for writing (e.g. pencil grips, non-skid surface, typewriter/ computer, etc.) * For a student with a special health care problem that clean intermittent catheterization twice each day the school would provide trained personnel to perform the procedure or a private location for the student to perform the procedure and may adapt physical education requirements.  Disciplinary and Law Enforcement Action with Children with Disabilities Guide, p. 62  *Key Learning Points*:   * There is sometimes confusion in situations related to the handling of offenses committed by students with disabilities. * An important distinction is that although special education laws constrain disciplinary penalties schools can use with such students, these provisions do not apply to law enforcement activities or to the imposition of legal penalties for criminal acts. * It is, however, important for SROs to be aware that there are concerns about exclusionary discipline practices impacting children with disabilities disproportionately. * When there is need for repeated disciplinary action, it may be due to the child not receiving appropriate interventions and supports. * Remember there is additional information on disabilities, implications for law enforcement, and specific SRO strategies for understanding and working effectively with students with disabilities in Chapter V of the *SLEP Guide*. |
|  |  |
|  | Bullying Prevention/Intervention Guide, p. 63  *Key Learning Points*:   * State law requires local school boards to establish character education programs that include addressing the inappropriateness of bullying. * A Virginia Board of Education model policy was developed to help local school boards in formulating policies to help prevent bullying and procedures to report, investigate and intervene when bullying behavior occurs. Be sure to learn the local school board policy. * Most instances of bullying will be investigated and handled via the disciplinary process. However, school divisions are instructed to ensure compliance with all state and federal laws regarding harassment, intimidation or bullying and incidents may be reported to law enforcement if it is determined that criminal charges may be initiated or if the school principal or target of the bullying believes that the situation is placing the him or her in harm or danger. * It is important to recognize that bullying has serious negative consequences for everyone involved and that there is a link between bullying and suicide. * The federal website StopBullying.gov is a particularly helpful source to learn more about bullying and cyberbullying. |
|  |  |
|  | Truancy Prevention/Intervention Guide, p. 64  *Key Learning Points*:   * Although truancy is addressed by school attendance officers and SROs are not typically involved with truancy intervention, it is important to be aware of risk factors associated with truancy. * Law enforcement should be concerned about truancy because it is a predictor for a youth’s involvement in delinquency, substance abuse, teen pregnancy, and drop-out. * Police departments that address truancy often see an immediate decrease in delinquency in their jurisdictions during school hours because potentially delinquent youth are engaged in school. * It is important to recognize that truancy is a very strong indicator of   serious problems that merit prompt and close attention. |
|  |  |
|  | Suicide Prevention Guide, p. 65  *Key Learning Points*:   * Schools play a key role in identifying youth at risk of suicide because school faculty and staff are well positioned to observe students’ behavior and to act when a student is suspected to be at risk of suicide. * Virginia *Code* requires school personnel, who have reason to believe a student is at imminent risk of suicide, to contact as soon as practicable, at least one of the student’s parents. If the student has indicated parental abuse or neglect, contact with the parent is not to be made and social services is to be notified. * Students about whom there are concerns about potential for suicide may be the subject of threat assessments where SROs may serve as members of threat assessment teams and assist in monitoring of subject students as well as determining the need, if any, for law enforcement action. * There are several types of training available for school personnel and others who work regularly with youth and SROs have found these types of training to be helpful. Examples are:  1. Applied Suicide Intervention Skills Training (A.S.I.S.T) for a broad range of school and campus law enforcement and security officers, as well as school administrators, counselors, teachers, and staff. The training is a two-day intensive, interactive and practice-dominated course designed to help caregivers recognize and review risk, and intervene to prevent the immediate risk of suicide. 2. Other available “Gatekeeper Trainings” such as QPR (Question, Persuade, Refer) and SafeTALK (Suicide Alertness for Everyone) are designed to give faculty members the skills to recognize individuals at risk and make referrals to the appropriate services are an important piece of any school-based suicide prevention program. |
|  |  |
|  | Conflict Resolution, Mediation, and Peer Mediation Guide, p. 65  *Key Learning Points*:   * Conflict resolution, mediation, and peer mediation are employed in many Virginia schools and can serve as resources in resolving conflicts that arise among students before they become violations of codes of conduct and law. * *Conflict resolution* education teaches the skills needed to engage in creative problem solving. Parties to disputes learn to identify their interests, express their views, and seek mutually acceptable solutions. These programs are most effective when they involve the entire facility or school community, are integrated into institutional management practices and the educational curriculum, and are linked to family and community mediation initiatives. * *Mediation* is one form of conflict resolution in which a third party may be invited to guide parties through a mediation process to reach a win-win solution. * *Peer mediators* are students who are trained to mediate disputes between their peers. They are taught skills in communication, active listening, and mediation process management. The underlying assumption of peer mediation programs is that students will be willing to allow other students to help them resolve conflicts (rumors, fights, harassment, misunderstandings, etc.) when they occur. * There are numerous resources from the National Crime Prevention Council and the Office of Juvenile Justice and Delinquency Prevention listed in the *SLEP Guide*. |
|  |  |
|  | **SLEP Tools**  *https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.png*  *Explain:*  *This module of training is concluding with a review of the SLEP tools contained in Supplement 1 of the SLEP Guide. Ask students to go to Supplement 1, beginning p. 76.*    *We have already referred to some of these tools but we want to make sure you “eyeball” each of these so you’ll know they are there for when you can use them.*  *Very briefly review list on the slide.* |
|  |  |
|  | **SECURe Implementation Rubric**  Guide, Supplement 1, pp. 77-79  *Key Learning Points*:   * We talked about the SECURe Rubric in Module 1. * It is from the U.S. Departments of Justice and Education and lists certain policy recommendations and action steps to ensure that SROs are incorporated effectively into schools. * The Implementation Rubric contains detailed checklists for either developing new partnerships or reviewing existing partnerships. * Much of what is there reflects the very best practices in SRO programs and it is worth you time to read and consider what is listed. |
|  |  |
|  | **Evaluating Partnership Effectiveness**  Guide, pp. 80-85  *Key Learning Points*:   * The Virginia Model MOU specifically calls for developing measurable objectives and using school discipline, crime, and violence data, school climate survey data and other relevant data to evaluate effectiveness of the partnership. * This “tool” provides examples of how to write measurable goals and objectives using the DCV, school climate, and other appropriate data. * It also provides a rationale and tools for documenting activities and evaluating SRO program effectiveness. * Finally, there are guidelines and a sample form for SRO performance evaluation . |
|  |  |
|  | Recordkeeping and Reporting Basics for SROs Guide, pp. 85-87  *Key Learning Points*:   * Serving as SRO is a challenging law enforcement assignment and it requires excellent recordkeeping. However, standard law enforcement agency forms may need a great deal of adaptation to adequately retain and report SRO program data. * Basic field notes and sound reports are critical. The toolkit contains tops on effective field notes and report writing. * Some schools and law enforcement agencies have well-developed systems of data collection, often allowing data to be entered into a computer or online. However, systems vary widely and, if your system is a problem you may want to look at School COP software that is available as a free package through the Department of Justice. * Incidents can be entered, analyzed, and mapped and there are multiple automated reporting features. Information to learn more is in the *SLEP Guide*. |
|  |  |
|  | School Safety Inspection Checklist: An Important Tool and ResourceGuide, p. 87 *Key Learning Points:*   * The *Code of Virginia* requires all public schools in the Commonwealth to conduct a school inspection walkthrough using a checklist provided by the Virginia Department of Criminal Justice Services, Center for School and Campus Safety. * The standardized walk‐through checklist is an important element of a comprehensive school safety audit and is built upon the knowledge and training of crime prevention experts using criminal behaviors and fields of science included in the philosophy of Crime Prevention Through Environmental Design (CPTED). * The purpose of this checklist is to identify vulnerabilities and offer a foundation upon which to build a safer learning environment. * Numerous areas of inspection are listed with best practices offered for each. Thus, the checklist serves not only as a tool for inspections but a valuable resource to identify best practices. * All information is posted on the DCJS website |
|  |  |
|  | https://d30y9cdsu7xlg0.cloudfront.net/png/44224-200.pngExplain:The final tools in the SLEP Toolkit were reviewed earlier in the training in relationship to interviewing students and the SRO law-related educator role.Key Partnership ResourcesRefer participants to Supplement 3, Key Partnership Resources, beginning on p. 100.Ask them to note the following:The resources listed begin with Virginia resources of value to both law enforcement and to school administrators.Then, national resources are listed, beginning with those most directly relevant to school-law enforcement partnerships.After these are both law enforcement, then education resources about topics and issues that are the most relevant for partnerships.  * The SLEP Guide concludes with an Appendix that contains Virginia’s Model MOU. |
|  |  |
|  | **Review of Module IV**  *Key Learning Points*:   * This module has focused on what the SRO will find in a school environment in the way of people and programs and tools that are available for effective partnership implementation at the school building level. * We began by identifying who the SRO will typically find in the school and potential ways they can either be a resource or collaborate in school safety activities. * We then identified those in the broader community with whom the SRO needs to connect. * Next we looked at programs the SRO needs to understand and work with effectively. * Finally, we reviewed tools and information resources that in the *SLEP Guide* that the SRO will likely find helpful in either a new or existing partnership. |