**SCHOOL-LAW ENFORCEMENT PARTNERSHIP TRAINING CURRICULUM**

**Instructor Guide**



**Virginia Department of Criminal Justice Services**

**JUNE 2017**

**Acknowledgments**

SCHOOL-LAW ENFORCEMENT PARTNERSHIP GUIDE AND TRAINING CURRICULUM

The Virginia Department of Criminal Justice Services, Center for School and Campus Safety gratefully acknowledges the following for their professional contributions to this curriculum:

Local School Division Personnel

Mark Fowler, Assistant Principal, Chesterfield County Public Schools

Dr. Stanley Jones, Superintendent, Danville Public Schools

Richard Ponti, Director of Security, VA Beach Schools

Dolores Robison, Supervisor of Threat Assessment, Prince William Public Schools

Bob Talley, Director of Pupil Placement/Student Conduct, Chesterfield County School Public Schools

Gay Thomas, Supervisor of Social Workers, VA Beach Public Schools

Dr. Dave Cochran - Executive Director of School Safety and Security, Danville City Public Schools

James Bailey – Director of School Security, Hampton City Public Schools

Jim McLain, Director of Security, and Paul Thompson, Fairfax County Public Schools

Suzanne Devlin, Supervisor, Safety and Security, Loudoun County

Local Law Enforcement Personnel (from among the following and as available)

Kerri Freis, School Resource Officer Supervisor, Hanover County Sheriff’s Office

Lt. Mike Lawhorn, School Resource Officer Supervisor, Campbell County Sheriff’s Office

Vince Keller, Campbell County Sheriff’s Office

Officer John Kimenhour, School Resource Officer, Chesterfield County Public Schools

Capt. Linda Toney, School Resource Officer Supervisor, Henrico Division of Police

Sgt. Kimberly Johnson, Henrico Division of Police

Deputy Brian Vaught – Wythe County Sheriff’s Office

Lt. Darlene Duncan – Richmond Police Department

Sean Hughes –SRO Supervisor, Portsmouth Police Department

Sgt. Bill Fulton and Sgt. Dan Pang, SRO Supervisors, Fairfax County Police Department

Sgt. Phillip Townley, Christiansburg Police Department

Sgt. Brian Snyder, SRO Supervisor, Hampton Police Department

Subject Matter Experts/ Researchers

Dr. Gerard Lawson, Researcher, Virginia Polytechnic and State University

William Modzeleski, Former Deputy Under Secretary, U.S. Department of Education

Virginia State Educational Associations (VSBA, VASS, VASSP, Attorney’s Association)

Elizabeth Ewing and Gina Patterson, Virginia School Boards Association

Ben Kiser and Tom Smith, Virginia Association of School Superintendents

Randy Barrack – Virginia Association of Secondary Principals

Community Member

Jason Langford, Just Children Program

Virginia Department of Education Staff

Jo Ann Burkholder, Director of Student Services, Virginia Department of Education

Virginia Department of Juvenile Justice Staff

Ashaki McNeil, Re-Entry Manager, Department of Juvenile Justice

Virginia Department of Criminal Justice Services Staff

Donna Michaelis – Manager, Center for School and Campus Safety, Virginia Department of Criminal Justice Services

James Christian – School Safety Coordinator

Jessica Smith – School and Campus Security Officer Program Coordinator

Shellie Evers, School Safety Conference Coordinator

Marc Dawkins, Campus Safety and Violence Prevention Coordinator

Laurel Marks, Manager, Juvenile and Adult Services

Tom Fitzpatrick, Confidential Policy Advisor

School-Law Enforcement Partnership Guide and Curriculum developed by Anne J. Atkinson, Ph.D., PolicyWorks, Ltd.

© Virginia Department of Criminal Justice Services, 2017. All Rights Reserved.

# **Table of Contents**

**Page**

[Table of Contents i](#_Toc485222133)

[School-Law Enforcement Partnership Training Curriculum 1](#_Toc485222134)

[OVERVIEW OF INSTRUCTOR GUIDE 1](#_Toc485222135)

[Purpose of Instructor Guide 1](#_Toc485222136)

[Features of Curriculum 1](#_Toc485222137)

[The Virginia SLEP Guide 2](#_Toc485222138)

[Orienting Learners to the SLEP Guide 3](#_Toc485222139)

[Encouraging Further Learning and Use of Resources 3](#_Toc485222140)

[Elements of the Curriculum 3](#_Toc485222141)

[Instructional Strategies 4](#_Toc485222142)

[Room Set-up 4](#_Toc485222143)

[Materials 4](#_Toc485222144)

[MODULE I. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: MOU AND INTERAGENCY ROLES AND RESPONSIBILITIES 5](#_Toc485222145)

[MODULE II. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: LEGAL ISSUES 6](#_Toc485222146)

[MODULE III. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: UNDERSTANDING AND WORKING EFFECTIVELY WITH STUDENTS 8](#_Toc485222147)

[MODULE IV. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: STRATEGIES FOR SUCCESS IN THE SCHOOL ENVIRONMENT 9](#_Toc485222148)

# **School-Law Enforcement Partnership Training Curriculum**

## OVERVIEW OF INSTRUCTOR GUIDE

### Purpose of Instructor Guide

The *Instructor Guide* is designed as a resource providing information and resources necessary to prepare for and to deliver training on the development and implementation of school-law enforcement partnerships (SLEPs) in Virginia.

The overall goal of the SLEP training is to increase the capacity of local schools and law enforcement agencies to develop and implement effective partnerships in accordance with legal and procedural best practices.

The full 4-module curriculum is designed for delivery within a 4 to 4.25-day timeframe, leaving time for the Virginia Department of Criminal Justice Services to conduct related activities constituting the 5-day School Resource Officer (SRO)Basic Training. Titles of the four modules are:

1. The SLEP MOU and Interagency Roles and Responsibilities
2. SLEP Legal Issues
3. Understanding and Working Effectively with Students
4. Strategies for Success in the School Environment

Modules I and II are approximately 2 days in length and are designed for joint school administrator-law enforcement officer audiences. The modules may be offered as the first two modules of the full 4-module training or as a stand-alone training. Modules III and IV are designed primarily for SROs.

### Features of Curriculum

 **Slides** and the **Teaching Script** are fully aligned. The slides do not contain the full curriculum - most contain only key words and phrases. The teaching script contains the full curriculum and is intended to be delivered as written, but may be further enriched with additional well-selected examples and locality-specific information.

Instructors will need to practice their delivery of the curriculum in advance and avoid an initial tendency to simply “read” the script. Experienced trainers know that with some practice they make the content their own and learn to fully deliver the content in a natural way.

*****Instructor Notes*** *are shown in italics*. These provide guidance in instructional strategies to be used. They are used primarily in transitioning from one topic to the next when the instructor needs to alert learners to a change in topic or focus and to connect an upcoming topic or issue to a topic or issue presented earlier in the training.

|  |  |
| --- | --- |
|  | The **Discussion Icon** is shown when the instructor is to prompt and facilitate general discussion among training participants.  |
|  |  |

## The Virginia SLEP Guide

The *Virginia School-Law Enforcement Partnership Guide* is designed to serve as both the primary training text and as an ongoing reference/resource for those directly involved in the development and implementation of SLEPs.

The *SLEP Guide* contains five main chapters, three supplements, and an Appendix containing Virginia’s Model Memorandum of Understanding (MOU). The main chapters begin with a focus on establishing the partnership and the MOU as an operational framework, then describe key roles and responsibilities of law enforcement and school personnel, legal foundations and related operational issues, partnership strategies at the school level, and approaches to working effectively with students. Chapter titles and primary intended users are:

|  |  |
| --- | --- |
| **Guide** | **Primary Intended Users** |
| Chapter I. School-Law Enforcement Partnerships  | Both law enforcement and school administrators (division & school levels) |
| Chapter II. Fundamental Roles and Responsibilities | Both law enforcement and school administrators (division & school levels) |
| Chapter III. Legal Issues in School-Law Enforcement Partnerships | Both law enforcement and school administrators (division & school levels) |
| Chapter IV. Building Effective Partnerships at the School Level | Sections A & B – SRO and school-level administratorsSections C, D, & E – Primarily SRO |
| Chapter V. Understanding and Working Effectively with Students | Primarily SRO |
| Supplement 1. School-Law Enforcement Partnership Toolkit | Primarily SRO/law enforcement agency  |
| Supplement 2. Strategies for Safe and Supportive Schools | Both law enforcement and school administrators (division & school levels) |
| Supplement 3. Key Partnership Resources | Both law enforcement and school administrators (division & school levels)  |
| Appendix A. Virginia’s Model MOU | Both law enforcement and school administrators (division & school levels) |

### Orienting Learners to the SLEP Guide

It is strongly recommended that instructors provide a brief orientation to the *SLEP Guide* so that training participants can more easily refer to the Guide during training and will gain a deeper understanding of its value as an ongoing reference/resource for those directly involved in the development and implementation of SLEPs. That orientation should include a look at the Table of Contents and brief review of “About the Partnership Guide” on pp. 1-2.

### Encouraging Further Learning and Use of Resources

Instructors play an important role in encouraging further learning and the use of resources cited in the *Guide*.

In the time reasonably available for training, there is not enough time to teach law enforcement officers and educators everything they need to know about SLEPs. Similarly, including everything law enforcement officers and educators need to know in the *SLEP Guide* would require an exceptionally large document that would surely be read by very few!

To address this dilemma, content developed or selected for the *SLEP Guide* represents the most critical foundational information from the most authoritative sources and then, for each topic or issue area, there is a “*To learn more* . . .” element that lists key publications and/or sources of more in-depth background information. As with all *SLEP Guide* content, the resources listed were carefully selected to be from the most authoritative sources and of greatest relevance and usefulness to intended *SLEP Guide* users.

During the training, it is imperative for the instructor to point out and encourage use of “*To learn more. . .* “ resource. A number of slides contain images of publication covers and websites. The instructional objective is to encourage use of resources and tools cited.

Beyond citing selected resources during delivery of the training, instructors are strongly encouraged to have sample/display copies of many key publications and guides and to encourage attendees to “browse” during breaks.

Additionally, in conjunction with promoting the use of “*To learn more. . .* “ resources, instructors are encouraged to have up-to-date information on upcoming related DCJS trainings and to encourage attendees to take advantage of these opportunities for continuing education. Giving attendees a handout listing courses or a training calendar with registration details will increase the likelihood they will enroll in such continuing education.

### Elements of the Curriculum

Each of the four modules contains the following:

* Overview of Curriculum specifying training goal and learning objectives.
* Training Agenda containing the agenda with cross-referencing to sections of the *SLEP Guide* on which the training is based.
* Curriculum Content is contained in an instructor script that is aligned with PowerPoint slides that contain key words and phrases.

### Instructional Strategies

* Direct instruction via lecture
* Participatory discussions
* Application of learning in scenario/exercise-based activities

### Room Set-up

* Classroom

### Materials

* Laptop computer, digital projector, and projection screen/surface for presentation
* Electronic file containing slides (created as PowerPoint Presentation)
* *SLEP Training Instructor Guide* containing instructor script aligned with slides and instructional guidance
* Participant materials: Required - *Virginia School-Law Enforcement Partnership Guide*

Optional - Sample/display copies of key publications cited in training

 Handout of upcoming related DCJS training for continuing education

## MODULE I. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: MOU AND INTERAGENCY ROLES AND RESPONSIBILITIES

SLEP Training Module I Goal

The goal of SLEP Training Module I is to orient SRO and school administrator participants to school-law enforcement partnerships and the rationale for establishing them, the steps and policies to ensure SROs are incorporated effectively into schools, purpose and key elements of an interagency memorandum of understanding (MOU), and fundamental school division and law enforcement roles, responsibilities, and practices associated with effective partnerships.

Module I Learning Objectives

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

* Describe the general nature and rationale for establishing SLEPs.
* Contrast school-based community policing with traditional policing.
* Identify the contributions of SLEPs to Safe and Supportive Schools.
* Demonstrate an awareness of concerns about inappropriate involvement of SROs in school disciplinary situations and of implications for SLEP MOUs and implementation.
* Describe key elements of supportive responses to student misconduct.
* Describe action steps and related policy recommendations for ensuring SROs are incorporated effectively into school environments.
* Describe the purpose(s) and key elements of effective SLEP MOUs.
* Describe the fundamental roles of SLEP law enforcement partners.
* Identify and describe basics of the three SRO roles.
* Identify the fundamental roles of SLEP school partners at the division level.
* Describe key initial SLEP implementation strategies for SROs and administrators at the school level.
* Identify key sources for learning more about issues and practices taught in Module I.

Module I. Overview with Crosswalk to SLEP Guide

| Module I. Topics | Related SLEP Guide |
| --- | --- |
| A. Overview of Module I. Establishing and Implementing SLEPs |  |
| B. School-Law Enforcement Partnerships  | Chapter I |
| 1. Emergence of SLEPs nationally and in Virginia  | Chapter I, Section A |
| 2. Community Policing Compared with Traditional Policing in Schools | Chapter I, Section B |
| 3. Contributions of SLEPs to Safe and Supportive Schools | Chapter 1, Section C |
| 4. Current Evidence Supporting SLEPs | Chapter I, Section C |
| 5. Concerns about SLEPS and Related Practice Recommendations | Chapter 1, Section C |
| 6. Virginia Studies | Chapter I, Section C |
| 7. Steps in Establishing the SLEP | Chapter I, Section D |
| 8. Leader Strategies for Implementation | Chapter I, Section D |
| C. The MOU: The Partnership Framework  | Chapter I, Section E |
| 1. Function of the MOU | Chapter I, Section E |
| 2. Elements of Virginia Model MOU | Chapter I, Section E |
| D. Fundamental Roles and Responsibilities: Law Enforcement Partners | Chapter II, Section A |
| 1. SRO  | Chapter II, Section A |
|  a. Legal definition | Chapter II, Section A |
|  b. Qualifications and Selection | Chapter II, Section A |
|  c. Training | Chapter II, Section A |
|  d. Supervision | Chapter II, Section A |
|  2. SRO Key Roles  | Chapter II, Section A |
|  a. Law Enforcement Officers  | Chapter II, Section A |
|  b. Law-Related Educator | Chapter II, Section A |
|  c. Informal Mentor and Positive Role Model | Chapter II, Section A |
| E. Fundamental Roles and Responsibilities: School Partners | Chapter II, Section B |
|  1. School Division-Level Personnel | Chapter II, Section B.1 |
| F. Building Effective Partnerships at the School Level | Chapter IV, Section A |
|  1. Key Implementation Strategies | Chapter IV, Section A |
|  2. Establishing Critical Operational Specifics | Chapter IV, Section B |
| Differentiating Criminal and Disciplinary Matters | Chapter IV, Section B |
| Crime Reporting | Chapter IV, Section B |
| Threat Assessment | Chapter IV, Section B |
| Crisis Planning and Critical Incident Response | Chapter IV, Section B |
| School Safety Audits | Chapter IV, Section B |
| G. Review of Module I  |  |

## MODULE II. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: LEGAL ISSUES

SLEP Training Module II Goal

The goal of SLEP Module II is to acquaint SROs and school administrator participants with fundamental legal issues associated with school-law enforcement partnerships including clarifying the disciplinary and legal implications of student misconduct, use of discretion and supportive approaches to discipline, information sharing, questioning, searches, detention and arrest, use of physical intervention, and student victims’ rights.

Module II Learning Objectives

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

* Compare and contrast the roles of school administrators and SROs in response to school-related criminal conduct.
* Compare and contrast the roles of school administrators and SROs in response to school-related non-criminal misconduct.
* Describe key elements of supportive responses to student misconduct involving use of discretion and balancing interests of the student with welfare of the school community.
* Identify opportunities and resources for diversion from juvenile justice involvement of students.
* Describe legal parameters and related practices for information sharing in SLEPs.
* Compare and contrast criteria for and questioning of students.
* Compare and contrast criteria for school searches by administrators and by law enforcement.
* Compare and contrast legal basis for detention by school officials and arrest by law enforcement.
* Compare and contrast legal basis for restraint by school officials and physical intervention by law enforcement.
* Identify key sources for learning more about issues and practices taught in Module II.

Module II. Overview with Crosswalk to SLEP Guide

| Module II. Topics | Related SLEP Guide |
| --- | --- |
| A. Overview of Module II. Legal Issues in School-Law Enforcement Partnerships  |  |
| B. Student Discipline Policies and Practices  | Chapter III, Section A |
| C. Student Misconduct: Clarifying Disciplinary and Law Enforcement Responses | Chapter III, Section B |
| C. Use of Discretion  | Chapter III, Section C |
| 1. “Pipeline to Prison” Concerns  | Chapter III, Section C |
| 2. Supportive Practices  | Chapter III, Section C |
| 3. Diversion from Justice Involvement | Chapter III, Section C |
|  4. Restorative Justice | Chapter III, Section D |
| D. Information Sharing | Chapter III, Section E |
| FERPA | Chapter III, Section E |
| HIPAA | Chapter III, Section E |
| E. Questioning | Chapter III, Section F |
| Law Enforcement Questioning | Chapter III, Section F |
| School Administrator Questioning | Chapter III, Section F |
| F. School Searches | Chapter III, Section G |
| Balancing Competing Interests | Chapter III, Section G |
| Reasonable Suspicion and Probable Cause | Chapter III, Section G |
| Importance of School Policy | Chapter III, Section G |
| G. Detention and Arrest  | Chapter III, Section H |
| Physical Intervention | Chapter III, Section I |
| By Administrator/Other School Personnel  | Chapter III, Section I |
| Law Enforcement Standards | Chapter III, Section I |
| Corporal Punishment | Chapter III, Section I |
| J. Student Victims’ Rights | Chapter III, Section J |
| K. Review of Module II  |  |

## MODULE III. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: UNDERSTANDING AND WORKING EFFECTIVELY WITH STUDENTS

SLEP Training Module III Goal

The goal of SLEP Module III is to orient SROs to work with adolescents in a school setting by identifying law enforcement implications of adolescent brain development and common challenges of students and offering specific strategies for SRO effectiveness and then examining the relationship of school climate and student behavior, tiered supports for students, and the contributions of SROs to positive school climate in their roles as informal mentor and positive role model and law-related educator role.

Module III Learning Objectives

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

* Describe key features of adolescent development and implications for school disciplinary practices and law enforcement.
* Identify key SRO strategies to work effectively with students who face challenges including child abuse, trauma, mental health issues, alcohol and other drugs, gangs, homelessness, and juvenile justice involvement.
* Describe SRO strategies for working effectively with students with disabilities.
* Describe the relationship of school climate and student behavior.
* Describe types and uses of tiered supports for students and positive behavioral supports.
* Identify contributions to safe and supportive schools of SROs in their role as mentor and positive role model.
* Describe strategies and resources for SROs in their law-related educator role.
* Identify key sources for learning more about issues and practices taught in Module III.

Module III. Overview with Crosswalk to SLEP Guide

| Module III. Topics | Related SLEP Guide |
| --- | --- |
| A. Overview of Module III. Understanding and Working Effectively with Students  |  |
| B. Adolescent Development  | Chapter V, Section A |
| Teen Brain  |  |
| Implications for School Discipline, Law Enforcement, and Juvenile Justice | Chapter V, Section A |
| Talking with Teens | Supplement 1 |
| C. Challenges Students Experience & SRO Strategies | Chapter V, Section B |
| Child Abuse | Chapter V, Section B |
| Students Who Have Experienced Trauma | Chapter V, Section B |
| Mental Health Issues | Chapter V, Section B |
| Alcohol and Other Drug Abuse | Chapter V, Section B |
| Gangs | Chapter V, Section B |
| Homeless Students | Chapter V, Section B |
| Juvenile Justice Involved Youth | Chapter V, Section B |
| D. Students with Disabilities | Chapter V, Section C |
| E. School Climate, Student Behavior, and Supportive Schools | Supplement 2 |
| F. Tiered Support for Students | Supplement 2 |
| G. SRO Role as Mentor and Positive Role Model | Chapter II, Section A |
| H. SRO as Law-Related Educator | Chapter II, Section A & Supplement 1 |
| Review of Module III  |  |

## MODULE IV. SCHOOL-LAW ENFORCEMENT PARTNERSHIP: STRATEGIES FOR SUCCESS IN THE SCHOOL ENVIRONMENT

##

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 |
| Special Education & Section 504 Services | Chapter IV, Section E |
| Bullying Prevention/Intervention | Chapter IV, Section E |
| Truancy Prevention/Intervention | Chapter IV, Section E |
| Suicide Prevention | Chapter IV, Section E |
| Conflict Resolution, Mediation & Peer Mediation | Chapter IV, Section E |
| D. Review of SLEP Tools  | Supplement 1 |
| SECURe Implementation Rubric | Supplement 1 |
| Recordkeeping and Reporting Tools | Supplement 1 |
| School Inspection Checklist | Supplement 1 |
| Review of Key SLEP Resources | Supplement 3 |
| Review of Module IV |  |