Trauma-Informed Approach to Assessing the Creation, Organization, and Utility of School Resource (Liaison) Officer Programs

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Trauma-Informed Approach to
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School Resource (Liaison) Officer Programs

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Preamble

School Resource Officer (SRO) programs are uniquely representative of the intersection between three institutions: schools, police and communities. Recent highly publicized events have highlighted how all major institutions including healthcare, law enforcement, education and their operations have had negative, disproportionate effects on people of color who live in communities of color. As a result, there has been a focus on how systemic racism is maintained in society within the organizations that are meant to protect and serve children and families. School Resource Officers have not been immune to that scrutiny.

This document is intended to review the creation, organization and utility of the roles and responsibilities of a School Resource Officer and to offer a "trauma-informed assessment" of SRO programs to successfully assist school boards in their decisions about continuing to support these important services and initiatives. In particular, these guidelines are meant to support education, law enforcement and community efforts to begin the process of eliminating systemic racism which is about unjust and harmful human experiences and interactions overlaid with unresolved trauma.

The Roles and Responsibilities of School Resource Officers (SRO)

Historically, the three main roles of an SRO in Canada and the United States are as a law enforcement officer, law-related counsellor and law-related educator

Adapted from *Johns Hopkins University, Center for Technology in Education*, SRO responsibilities have included some combination of the following:

1. Provide law enforcement and police services to the school, school grounds and areas adjacent to the school. Investigate allegations of criminal incidents per police service policies and procedures. Enforce federal, provincial, and local laws. Make appropriate referrals to youth criminal justice authorities or other governmental agencies.
2. Work to prevent youth offending through close contact and positive relationships with students. In addition, the SRO may have assisted in the development of crime prevention programs and conduct security inspections to deter criminal activities. The SRO has often monitored crime statistics and work in their work with local patrol officers and students together to design crime prevention strategies
3. Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce Board of Education policies and procedures. Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances or

in such cases that, the student's emotional state may present a risk to the administrator. Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations, which may arise at the school.

4. Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups.

5. Develop and implement classes in law related education to support the educational efforts of the staff. Work closely with teachers in designing and presenting law-related topics and the role of police in our society.

6. Work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary. Assist in conflict resolution efforts.

7. Initiate interaction with students in the classroom and general areas of the school building. Promote the profession of police officer and be a positive role model. Increase the visibility and accessibility of police to the school community.

How these crucial responsibilities are fulfilled in a societal environment that is politically charged and highly racialized requires an honest reassessment utilizing factors that are of greatest concern to community constituents and stakeholders in education.

What follows is a resource for use by professionals, students, parents/caregivers, community leaders and stakeholders to consider for organizing a trauma-informed assessment. These recommendations can be used as a springboard, in whole or in part, to begin the assessment process. They can also be used as a prompt for community conversation that may lead some communities to a different process. No two communities are the same and therefore no set of guidelines could encompass all the diversity of individual and collective experiences. It is the hope of the authors that this document will help to bring clarity to each school, police and community jurisdiction as to the course that they should take to guarantee the greatest possible local success.

Introduction to a Trauma-Informed Assessment

Schools have provided a positive environment for some of the most powerful childhood experiences influencing our adult functioning today. Yet for others school was and continues to be traumatic stimuli. Police have brought great relief to some when they have answered the call that someone is in harm's way. Yet for others, the police are symbolic of a society organized against them. There are many from racialized and marginalized communities who have been currently or historically traumatized by their school or police experiences. Systemic racism is about multigenerational transmission of symptoms or patterns of social and institutional interactions perpetuated by policies, procedures and practices that have been passed on through time where many people today have no understanding of their original intent or purpose other than the marginalized or racialized communities for whom policies and practices were developed. And even some members of those targeted communities have not been fully aware of how many of our governing systems were built on the sturdy foundation of the preservation of "us" by the dissolution of "them" until now. In other words, there have been things many haven't wanted to talk about in the Canadian family that are now laid before us and police in schools is symbolic of that conversation. It is also why assessing school resource officer programs must be a trauma-informed process.

The COVID-19 pandemic is a worldwide traumatic event that has elevated the anxiety of society in general. Overlay that with high-profile trauma like the images and sounds of the death of George Floyd and we have the perfect storm with all of its energy to release. High-profile trauma does not usually result in creating new dynamics in a human system but instead intensifies already existing dynamics. In other words, current traumatic exposure often converges with past traumas to help those impacted make sense of all they are thinking, feeling and doing. The George Floyd tragedy did not cause the current demands for social justice and reform but instead simply intensified already existing dynamics in American and Canadian society.

When trauma, including racism-generated trauma, impacts a "human system" like a family, school, workplace or community the first effect is to elevate the anxiety of that system. Yet not every individual within a system is equally affected by traumatic exposure. We also say in the fields of crisis and trauma response that "not every member of a human system is of equal influence to the system" and that some losses are experienced by the larger community as greater than others. This has never been more apparent than when two young people with different cultural or racial backgrounds are killed in separate car crashes and yet the first death is experienced by the broader community as a "tragic loss" while the other loss is marginalized, like the community the second young person came from. In the Canadian context this dynamic is magnified by the plight of Murdered and Missing Indigenous Women and the role that systemic racism plays in seeing one loss as lesser than another.

In family therapy we speak about multigenerational transmission of symptoms or patterns of family interactions that have been passed on through gender lines, sibling position and our

biology without us even realizing we are somewhat subject to our family's past. For example, three generations ago a father may have profoundly physically abused one of his daughters. The mother, vowing it would never happen again shields her daughters and teaches them to "be still" to avoid his wrath. Three generations later many women from that family of origin continue to "be still" in the presence of their fathers, husbands or partners with no understanding of how or why they became so limited in power while in the presence of a man. Our family histories, especially traumatic histories can have a profound influence on what families today are comfortable doing or talking about as well as what things "we never do in my home" or topics that "are never talked about in my family". As a society, the human family is being forced to "talk about" these things and why systemic racism has persisted. Therefore, better that we reason out the assessment of SRO programs as an opportunity rather than a burden otherwise our efforts will not be successful. We can now pioneer school-police improvement and set a standard for others that "education is powerful" and a microcosm of what society should look and act like. Systems can maintain patterns of behaviour and systems can consciously change patterns of behaviour when the goal is clear: the right to exist equally.

Context

In Canada, the recent tragic killings of Black, Indigenous and South Asian people during encounters with the police have come to the forefront of public discussion, protest and community action. We sadly remember Chantel Moore, Regis Korchinski-Paquet, Caleb Tubila Njoko, D'Andre Campbell and Ejaz Choudry all killed this year in the course of police wellness checks. If it were not for the horrific, tragic and public death of George Floyd, would society even think twice about these Indigenous and Black individuals who died during the course of routine police wellness checks? As communities ponder the effectiveness and culture of policing in today's society, the need for School Resource Officers (SRO) have become a focal point of discussion leaving some to advocate for the abolishment of the SRO program.

From an Indigenous perspective, the history of colonization, oppression and systemic racism began five hundred years ago. Land was stolen, women, children and men of colour were stolen, trafficked, violated and killed. Over the centuries, Indigenous people had many names for the oppressor including Indian Agents, Government Officials, Residential School Priests and Nuns, Royal Canadian Mounted Police and Police in general. As Jocelyn Thorpe, a history and women and gender studies professor at the University of Manitoba, explains, the Mounties were created for a specific purpose: to assert sovereignty over Indigenous people and their lands. While this may be difficult for many to hear, people of colour know this to be true today as more than 30% of inmates in Canadian prisons are Indigenous – even though aboriginal people make up just 5% of the country's population. In 2018, Black people were also dramatically over-represented in Canada's prison system, making up 8.6 of the federal prison population, despite the fact they make up only 3 percent of the population. These numbers are a reminder that systemic racism is alive and well in society today.

It is no wonder the School Resource Officers are challenged today to connect to those racialized communities. If schools utilize the SRO program predominately for the purpose of enforcement

and/or enforcement of school policies, they are likely to be met with opposition and defiance by Indigenous students and their families. A common error made by SROs is focusing solely on the student and not that of the family system when the hard truth is, officers will not bond with marginalized students without the overt or covert approval of the parents and/or grandparents. The families of our students are as vast and different as stars in the sky, inclusive of Two Spirited, Trans, and Non-Binary people who are most marginalized and deeply impacted by systemic racism. There is a painful history that needs to be respected and reconciled before relationships can be developed. For those school Principals and SROs that believe they are not part of that history and that students just need to respect their position of authority, you need to remember how authority, power and control was severely used and abused to erase generations and races of people. As service providers, it is crucial to examine one's own privilege that is carried into the work with students and families of colour.

But rather than eliminating the SRO Program, we recommend implementing standards and principles such as inclusion, relationship building, respect and sharing of power. These concepts are repeatedly referenced in the Truth and Reconciliation Recommendations as well as the Murdered and Missing Indigenous Women and Girls Calls to Justice which foster reconciliation and change to allow Indigenous and Black children, youth and families to feel seen, heard and supported in schools, public spaces and in communities.

We are aware that School boards across North America have consequently come under increasing pressure to cancel their SRO programs. How do these boards determine if their SRO programs have contributed to systemic racism? How do they know their program has been attempting to quietly disrupt it? How should school boards engage with their stakeholders about the value of their existing SRO program? Though tangible and meaningful action is warranted, we would argue that acceding to this pressure and outright canceling the SRO is the wrong decision. Instead, a more courageous, thoughtful and evidence-based response is called for, one that involves acting on the best we know about systems, trauma and engagement.

Purpose of the Guidelines

In answering the question if the SRO program is meeting its intended goals, one must have some clarity about the purposes of the program in the first place. Why does the SRO exist? We would argue that the answers to these questions rest first and foremost with the fundamental purpose of the education system. School is a social emotional learning environment that, in part, exists for the development of our young people into civically minded citizens. It is a task that school systems have shared jointly with parents as long as schools have been in existence. Schools and their staff serve as co-parents in developing the knowledge, skills, and dispositions of students so that they can develop into good human beings and contribute positively to the well-being of society.

By extension, then, the primary purpose of the SRO Program is to align itself with the school district's mission: the development of the whole child. How does the SRO accomplish this? The simple answer is by doing it in much the same way that teachers do. Think for a minute about

the teachers who had the biggest impact on your life. The odds are that they met two key criteria. First of all, they showed you that they cared about you as a person. These teachers no doubt had the ability to build relationships and did so by giving of themselves to make you want to do the same. The second characteristic relates to their competence, their ability to teach you concepts and ideas. An important point here is that the first skill--relationship building -- amplifies the effect of the second (skilled teaching). You remember these teachers firstly because they cared about you, and because of that, they were able to impact your learning. It is captured in the adage that "kids don't care how much you know, until they know how much you care."

Extending this idea to the SRO, then, means that successful SROs fulfill their mandate (and by extension the mandate of the school system) by first and foremost building positive relationships with students, and secondly through established competent policing standards. We have seen SRO's doing this in a myriad of ways. In its simplest form, it is about being a human being and taking genuine interest in students in such a way that it builds trust. Accomplishing the second part of the task (being a competent officer) works best if you do the first part well. This involves deft application of the law, keeping kids safe, and serving the broader community. Again, the impact of this work is amplified because of the relational intelligence of the SRO. The research makes it clear that "connection" with a healthy adult is a significant risk reducer in a student's life (See Appendix A).

Nevertheless, one aspect of SRO programs that has not been openly addressed is its' impact on racialized and marginalized students and the communities they come from. The vast majority of school districts and police services that have SRO programs have never conducted formal program evaluations. And of those who did, few focused on systemic racism or the lived experiences of Indigenous, Black and other racialized and marginalized communities. For the purposes of these guidelines we distinguish between formal "program evaluation and research" versus a "trauma-informed assessment" of SRO programs to better prepare school jurisdictions and police services to meet the objectives of these guidelines.

The Centers for Disease Control and Prevention (CDC) compare informal assessments of programs to program evaluation stating:

> What distinguishes program evaluation from ongoing informal assessment is that program evaluation is conducted according to a set of guidelines. With that in mind, this manual defines program evaluation as "the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development." Program evaluation does not occur in a vacuum; rather, it is influenced by real-world constraints. Evaluation should be practical and feasible and conducted within the confines of resources, time, and political context. Moreover, it should serve a useful purpose, be conducted in an ethical manner, and produce accurate findings. Evaluation findings should be used both to make decisions about program implementation and to improve program effectiveness.

Many different questions can be part of a program evaluation, depending on how long the program has been in existence, who is asking the question, and why the information is needed.

In general, evaluation questions fall into these groups:

- **Implementation:** Were your program's activities put into place as originally intended?
- **Effectiveness:** Is your program achieving the goals and objectives it was intended to accomplish?
- **Efficiency:** Are your program's activities being produced with appropriate use of resources such as budget and staff time?
- **Cost-Effectiveness:** Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them?
- **Attribution:** Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

All of these are appropriate evaluation questions and might be asked with the intention of documenting program progress, demonstrating accountability to funders and policymakers, or identifying ways to make the program better.

https://www.cdc.gov/eval/guide/introduction/index.htm

While we support the principles of program evaluation as outlined, the primary concern is that the impetus for questioning the role of police in schools is different from the original intent of all known SRO programs in Canada which did not include addressing systemic racism. The authors recognize that "Face Validity" is high for most SRO programs to be viewed as necessary for safe school functioning. Therefore, to evaluate whether these programs have addressed systemic racism or how racialized and marginalized students have experienced police in schools is a moot point. That data will not be found in evaluating existing programs because it was not part of the original intent of the SRO programs in Canada. But the data does exist in the lived experiences of past and former students and their families. As such, we recommend a hybrid methodology that includes an assessment of SRO programs as presented by the CDC but through a trauma-informed lens.

Using the CDC schematic of "implementation, effectiveness, efficiency, cost-effectiveness and attribution" as the standard will likely indicate that most SRO programs should continue to be supported by the "majority". Only a trauma-informed assessment will address the impact of systemic racism by creating a context to hear the stories of the perceptions and realities of all stakeholders. In other words, if the demographics of a school district is 80% Caucasian and the remaining 20% is Indigenous, the majority of students, staff and parents/caregivers may support the SRO program. But if the 20% feel threatened by police presence then saying "majority rules" simply perpetuates systemic racism. Therefore, these guidelines are for the purpose of assessing

the lived experiences of racialized and marginalized students and their families as relates to police in schools and then comparing it to the experiences of non-racialized students and their families. The primary outcome will be a determination of willingness and capacity for school jurisdictions and police services, along with key stakeholders, to openly modify SRO programs in the fight for equality. If not, then a traditional evaluation of the SRO program will ultimately fail in its aim.

Therefore, the overall purposes of these guidelines are to:

- Emphasize the importance of responsiveness to the communities served and the historical context of SRO programs/partnerships.
- Provide school boards/jurisdictions/authorities and police forces a framework for engaging with the communities they serve to ensure school board/police partnerships effectively meet the needs of the broader community.
- Offer school boards/jurisdictions/authorities and police forces an exemplar of best practices/guidelines provided by research or evidence-based practices for positive and effective programs.
- Provide school boards/jurisdictions/authorities and police forces a template to review their existing partnership, community engagement, and programs.
- Broaden the contextual information that police forces require from educational partners in meeting the needs of specific students and/or families. Currently many police/board protocols provide guidance as it relates to students with special needs. This should be broadened to other vulnerable and/or marginalized populations.
- Provide guidance on the inclusion of trauma-informed practices as part of school board and police partnerships serving students.
- Effectively delineate the different functions and circumstances requiring police involvement in a school context
- Effectively and collaboratively define the role of SRO programs in any specific jurisdiction
- Provide guidance on the effective maintenance of SRO programs moving into the future, including a review/revisiting process at set times in the future

Readiness of School Boards and School District/Division leaders to Formally Consider a Trauma-Informed Assessment with Racialized and Marginalized Students and their Parents or Caregivers

Individual School board trustees and school district / division leaders should consider the messages and dynamics presented in Section One of these guidelines. Each should consider their personal emotional response and their cognitive response to them. Then, in an "in camera" meeting, they should openly share their perspectives and the level of emotional energy they believe they have to lead a trauma-informed assessment. We are aware there is a high level of emotional reactivity for many people when systemic racism is the focus and not everyone can manage their emotional response well. Only board members and district leaders who are prepared to serenely face the rigorousness of a review should be on the committee to assess the SRO program. Because racialized and marginalized communities have been traumatized for so long, many can tell when they are in the presence of a racist individual or an individual who is unaware of their racism, even if that person is claiming not to be. However, most can sense "genuiness" in leaders of schools, police and others with relative ease.

Readiness of Police Service leaders to Formally Consider a Trauma-Informed Assessment with Racialized and Marginalized Students and their Parents/Caregivers

The police chief and senior police leadership along with other related bodies (police commission, etc.) should consider the messages and dynamics presented in Section One of these guidelines. Each should consider their personal emotional response and their cognitive response to them. Then, in a "police only" meeting, they should openly share their perspectives and the level of emotional energy they believe they have to lead a trauma-informed assessment. This is especially critical for police leadership as they have become the symbolic representation of racism whether a police service has been working towards addressing systemic racism or not. Although police are used to being viewed as the "bad guys" from time to time, this is different as police are taking the brunt of this multigenerational societal issue with many other organizations not taking a position because they are satisfied to let the police bear this one. As noted in the preliminary guidelines released in June, 2020, SRO roles are unique from traditional police practice but sometimes they can be "set up" to preform that traditional role by some school leaders:

> In schools where there is not ongoing review and collaboration between school leaders and police, the SRO program can vary from student engagement and relationship building on one end of the continuum to enforcement on the other. Some school districts prefer to have their SRO's spend the majority of their time doing classroom presentations. At its highest level, SRO's should be developing meaningful relationships with all students with a special emphasis on those who are marginalized or racialized for the purpose of creating a genuine experience. Police who understand the effects of trauma including systemic racism are best positioned to have a positive impact on student well-being. Police who see

"ensuring safe and caring schools" as a broader social dynamic understand they are becoming part of the school family which generalizes into them becoming part of the overall community family. Although there should be flexibility in the roles SRO's can play in the school, there should be a primary emphasis on creating an open dynamic between students, staff, parents (caregivers), school administration and the SRO where the physical, emotional, cultural and racial safety of all are paramount.

Some SRO practices in Canadian schools are not because the police officer wants it that way but because school administrators do. This means that some SRO's sought out the specialized role of working in schools because of a desire to work with and support students. The difficulty has been that occasionally there have been school administrators who wanted them primarily to "police" their school in the traditional sense of law enforcement. In this sense some police have been set up by the school to play a role the program never intended. This can leave police being directed by the school to engage is practices that may be consistent with the administrator's racial bias rather than the SRO's. This is the complexity of systemic racism.

Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer (SRO) Programs, June 24, 2020 NACTATR E-Alert
https://nactatr.com/news/alert-sro.html

Police leadership must be prepared to bear the weight now for the benefit of the police service and community in the months and years that follow. There must also be openness between the school board and district / division leaders to engage willingly with police in this collaborative process.

Consider a Skilled Facilitator

School, police and community leaders should also consider if their context and circumstance would be better supported by appointing / hiring an external facilitator. In some cases that may be an individual external to the organizations who is taking the lead of designated parts of the trauma-informed assessment, like "town hall meetings" but they are still from the community or region. In other cases, it could be a facilitator from outside the region who is viewed as unbiased by local dynamics. We state in our crisis response work that "everything we do in crisis response is meant to lower the anxiety of the system we are supporting" and addressing systemic racism will elicit a crisis and trauma response for some.

As noted earlier, these guidelines are meant to be helpful as both a prompt for discussion and to assist in the organization of a trauma-informed assessment of SRO Programs where necessary. The five phases below are recommendations only. It is understood by the authors that some communities are already well into a satisfactory review process and have an established plan while others have been looking for some guidance and may choose to use these guidelines as their primary template.

Trauma-Informed Assessment - Five Phase Recommendation

Trauma-informed assessments are generative by design and are intended to engage participants in dialogue that supports them in sharing their experiences and perspectives as well as providing them with an active role in the designing and restructuring of the SRO program where deemed necessary. The five phases of the Trauma-Informed Assessment (TIA) are grounded in trauma informed leadership practices that understands that while SRO programs require clearly defining the function and role of SROs, the TIA process is also designed to lower systemic anxiety so a proper assessment can be conducted. Alongside this principle, is the understanding that no two communities are the same, and thus, no two SRO programs function the same. The 5 phase TIA SRO assessment requires dedicated collaboration. Collaboration that is done in the spirit of moving forward for the benefit of all versus the specific interests of individuals, their organizations or perceived politics. That being said, the 5 Phases of the Trauma-Informed Assessment of the SRO programs across Canada are outlined as follows:

Phase 1
Preliminary Leadership Meeting
Purpose: Leaders/CEO from all vested stakeholders meet to identify their commitment to actively participate and commit resources to the Trauma-Informed Assessment of their SRO program.
A joint communication plan and appropriate press release to outline the joint plan to community.

Phase 2
Working Committee: Preliminary Data Collection
Purpose: This committee will be responsible to the leadership group to design and collect survey data that will serve two functions: a) to provide preliminary data on current status of SRO program. b) to provide data to formulate core questions for the community consultation process.

Phase 3
Community Town Hall Conversation
Purpose: The purpose of the community conversation is to generate dialogue and truth specifically related to the SRO program. The structire and recommended design is a trama-informed process that is intended to hear issues. This is not intended as a "justification" meeting.

Phase 4
Information Sharing: Communication from Leadership
Purpose: Leadership committee shares the results of the Community Town Hall Conversation with all of their constituents as well as the joint commitments related to what is changing as a result of the consultation process.

Phase 5
Continuous Assessment Commitment
Purpose: Leadership establishes and communicates the policy commitments related to the ongoing assessment of the SRO program that clearly outlines methodology and the frequency of the assessments. Regular quarterly meetings with the working committee that examines and responds to local trends related to the SRO program. Personnel issues are the function of respective HR departments.

Phase 1: Preliminary Leadership Meeting

While the SRO programs across Canada are largely an interaction between School Boards and the Police of Jurisdiction, expanding the stakeholder group for the Trauma-Informed Assessment is necessary. In the same fashion as highly effective "Community TES™ and VTRA™ Protocols", commitment and data shared from multiple stakeholders determines the most accurate information supporting the NACTATR principle- "the better the data, the better the assessment and the better the assessment the better the intervention". Therefore, the importance of having system leaders discuss their current realities about their SRO programs is essential. The purpose of the preliminary meeting is to get clear on the presenting issues, and saying what needs to be said. For example, a simple analysis where organizational leaders ask critical questions like a) What are our current policies on inclusion and diversity in our organization? b) What are our strengths and where do we need to grow can provide valuable insight in the initial process. Another significant task for the leadership team is to openly discuss the qualities and leaders they would like for the working committee consistent with the demographic representation of the community when possible. (See Phase 2: Function of the Committee).

From there, all decisions are grounded in the collective interest of the stakeholders rather than a singular agency. Protecting organizational domains is counterproductive to good Trauma-Informed assessment.

Phase 2: Working Committee

The function of the working committee is integral to the overall effectiveness of the Trauma-Informed Assessment process. It serves three primary functions: a) it is an information conduit to the Leadership team, b) it is an information conduit from the stakeholder agencies to their respective community partners and c) it is responsible for collaboratively designing surveys, and collecting the data needed for Phase 3: Community Engagement.

Step 1) Leadership team and Working Committee spend one day identifying and outlining a mission statement, scope of work for the committee, determine the resources (shared between organizations including Human Resources (e.g. Administration Support), and expected timelines.

Step 2) Working Committee meets with their respective agency stakeholders (parents/caregivers included) to discuss mission and scope of the SRO Trauma-Informed Assessment and its intention.

Step 3) Working committee distills the data collected from their community consultation into major "themes" and then develops questions that align with the highlighted themes.

Step 4) Collaborative meeting with Leadership team to discuss the survey and make necessary adaptations.

Step 5) Implement the Survey.

Step 6) Data is collected, analysed and coded outlining the presenting themes.

Step 7) Joint meeting with Leadership team. Themes are presented and community engagement plan begins. The main outcome for this meeting should ask: "what do we want to learn" and "get right" as a result of our community engagement process?

Step 8) Team selects a location(s) for community engagement: Location is important and sometimes selecting a school or police building as a place for a meeting can be traumatic stimuli for those whose feedback is critical. We suggest, where possible, that community engagement meetings occur and are hosted by an agency/agencies that serve minority and marginalized citizens. We also understand that during the pandemic this may include remote ways of meeting.

Phase 3: Community Engagement - The "Town Hall"

Traditional community engagement practices have generally focused on gathering key information based on the fiduciary responsibilities of governing boards (e.g. School boards, non-profit boards, police commissions) that, at times, functions around asking the question of "what is wrong?". The intention of a trauma-informed community engagement meeting is to harmonize the power relationship between governing bodies and the communities they serve. Rather than being the holder of all solutions and decisions, the generative community process asks what key questions do we need to ask our community citizens to fully understand first what the problem is (systemic racism) and to generate dialogue that fosters genuine open conversation. "Naturally Open Systems" are not threatened by the range of emotions that should be present during peoples sharing of emotionally and traumatically reactive experiences. A full understanding of a trauma-informed assessment recognizes that a truly caring process will eventually lower the collective anxiety in the system. The following are some strategies to consider in establishing a trauma-informed generative community engagement meeting:

1. Based on the survey data in phase two, identify the core emerging themes (role of SRO as an example) and form 3-4 key generative questions. In keeping with the example of the role of the SRO an example of a generative question is: what are the personality characteristics you would like an SRO to have?
2. Location: Host community meeting in neutral locations. Hosting meetings in schools, in police stations, or near police stations may be traumatic stimuli for some of the participants.
3. Meeting protocol and procedures must honor cultural protocols. For example – having an Indigenous knowledge keeper open a meeting in a prayer or a cultural ritual (smudge).
4. Each table must have assigned to it a strategically selected facilitator who is skilled in listening to the voice of participants. It is recommended that a recorder is also assigned. Unstructured open microphone format is not recommended.
5. Working committees should strategically select one of its members to provide an overview of what will happen with the data provided, how it will be used, and its intention.

6. Closing statements from the Leadership Committee to conclude the meeting. Closing statements that are supportive to participants and reflect what has been said leaves participants knowing they have been heard. Where possible commitment statements need to be made: for example, "we will take what is said in this meeting and report back to you in (determine specific time) you will all receive a summary and the information will also be accessed at (identify web address) website".

7. Having a visual road map (poster) where community participants can see what phase the committee is in and where they are going is important. For example, small posters can be placed in multiple community agencies, schools, and police detachments to visual represent the work of the committee.

Phase 4: Information Sharing: Results and Actions

While the initial weight of initiation for the TIA process rests on Police and School Boards, each of the 5 phases of the Trauma-Informed Assessment (TIA) requires consistent and clear communication from the Leadership committee as a whole. However, communicating the results of the TIA process during this phase is critical to sustaining any form of engagement with the "community". A key principle in TES™ and VTRA™ rests on the tenet that "two people can absorb (manage) more anxiety that than one can" on their own and this principle holds true when we talk about multiple agency communication. When multiple systems communicate congruently to their respected community members, demonstrating a "WE are in it together approach", it results in lowering systemic and community anxiety. In other words, communicating the results and actions that all organizations took sends the message "we heard you". More closed systems will sometimes fall in the trap of not committing equal emotional energy "post" town hall meetings largely in part because the organization feels it has "done its part" thus lowering their systems anxiety, all while have little to no impact on the citizens it is designed to serve. The following are some best practices associated with information sharing:

1.) Using you and your partners social media platforms: Strategically releasing media follow up on a regular and consistent basis is valuable to the citizens of the community. Some tips: Have a community agency launch a press release from the Committee first, followed by a delay (as decided by the working group) in the sequence and timing of subsequent releases. Portraying the community ownership again lowers systemic anxiety.

2.) Media and Press Releases: Any TV or radio media coverage should model the collaborative efforts of the committees. Where possible have two CEO's together during an interview. If not, sharing common briefing notes is appropriate.

3.) Where possible and appropriate, have parent council chairs and stakeholders be the face of sharing information.

4.) All media and press releases should contain the "so what" of the TIA process. At least one action item embedded in each communication.

5.) Organize a writing committee who will be directed by the stakeholder leaders to write a formal report of the findings and recommendations as well as plans of action already under way and others that require further consultation.

6.) Leadership should have regular internal communication with their staff regarding the TIA results and process. Depending on pre-existing relationships, community members generally associate, first, with the organization (uniform) then the issue. All sub-systems within each partner organization must have the same congruent messaging where possible.

Phase 5: Continuous Commitment to Assessment

Any sustainable changes to an SRO program will require a continuous Trauma-Informed Assessment process that includes input from connected stakeholders. Leading this commitment are the primary holders of SRO programs across Canada: Police Services and School Divisions. As the spotlight shines on the SRO programs across North America, one of the challenges that these organizations are recognizing is that SRO programs were often functioning well for the majority, and because of that, very few questions were asked around "how well" and "for whom"? While some SRO programs were evaluated based on "cost-effectiveness"/efficiency, many of the recommendations were shelved because they do not focus on the "function" of the program. The trauma-informed focus provided by these guidelines provides data driven insights on what needs to be "seen" in order to mitigate any further systemic racism. Continuous ongoing Trauma-Informed Assessments connected to policy and procedures for School Divisions and Police Services are recommended.

Guideline Overview for Stakeholder Engagement

- It is critical that a local graphic be generated to ensure that people do not interpret a hierarchy. It needs to show the following groups: School Board Staff, School-Based Staff, Students, Parents/Caregivers, Community Leaders, School Board Committees (for example, Indigenous Education and Special Education), Police and others. For example:
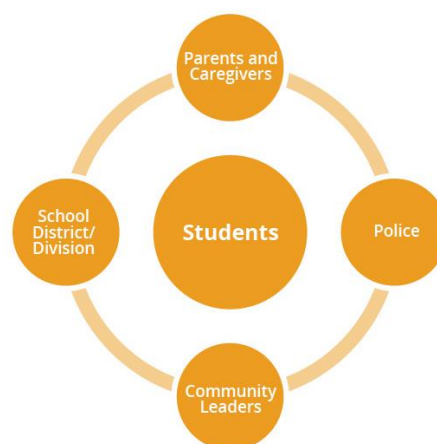
- Genuine statements about the importance of this work being done jointly by school boards and police need to be developed.

- Suggested Engagement Tools: surveys, focus groups, FAQs, virtual or live 'town hall' sessions, an annual revisiting process with stakeholders
- Opportunities for learning and/or training being offered to multiple stakeholders should also be emphasized as an effective practice to build collaboration and relationships
- A kick-off event allowing for some joint learning and/or training with a group of stakeholders might be useful with follow up, facilitated break-out focus groups
- Recommendation for a formal feedback loop based on any voice garnered as part of the collaborative, engagement process
- Must provide and maintain clarity on the purpose of group engagement. Need to ensuring that school board and police partnerships are being responsive to the needs of the specific community/communities
- Must continuously recognize the importance of building and/or nurturing relationships as an essential to maintaining constant dialogue and respectful conflict resolution.

SRO Trauma Informed Assessment: NACTATR on-line National Repository

Effective September 1, 2020 NACTATR will house a National Repository that will include various supporting documents to support you, our colleagues, in the developmental and initiating phases of the SRO Trauma-Informed Assessment. The repository will be housed in our NACTATR Client Portal (NCP). To access the SRO repository, and other NACTATR resources, you will have to complete a simple registration. Click on the following link: https://ncp.nactatr.com/ and click the button titled "**first time user**".

Multi-Tiered Consideration for School-Police-Community Programing

This section provides a complete and comprehensive School Resource Officer (SRO) Memorandum of Understanding (MOU). As noted earlier, the vast majority of SRO program overviews and job descriptions in Canada are very brief and often only one to two pages. For work as important as that of SRO's there should be far more detailed descriptions and processes for this school-police collaboration. The template provided can also assist with developing more of a national standard for SRO programs.

As well, we encourage school boards, police and communities to consider new ways of supporting students and families of racialized and marginalized communities. The image below represents three types of interconnected policing that builds on the SRO program. Where resources are available, and community commitment is present, we support a robust SRO unit for all school divisions / districts with a smaller unit called Youth Resource Officers who are not confined to working school hours but can work evenings and weekends to better connect with parents and caregivers along with students who are non-attenders. The third unit is a diversity team(s) that is not school attached or student focused but instead works with stakeholders and all community members from racialized and marginalized communities.

Acknowledgement: The sample MOU that follows and the United States Secret Service Safe School Initiative (SSI) referenced in Appendix "A" of these Guidelines are both projects of which our co-author Dr. William Pollack was also a co-author and contributor. We wish to thank him for his many contributions. As well, the SRO MOU is adapted from its original, released by Attorney General Maura Healey, the Executive Office of Public Safety and Security, and the Department of Elementary and Secondary Education, State of Massachusetts and we wish to thank them for their thoughtful work.

School Resource Officer (SRO) Memorandum of Understanding

Memorandum of Understanding Between

_____ [Public] Schools and _____ Police Services / Department

This agreement (the "Agreement") is made by and between _____ [*insert name of school district or private school*] (the "District") and _____ Police Service / Department (the "Police Service") (collectively, the "Parties"). The Chief of Police of the Police Service (the "Chief") and the School Board Chair and/or the Superintendent of the District [*or, as appropriate:* the head of the school] ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement in **bold typeface** are supported by local, provincial or Federal Canadian law under Laws XX…

X. Purpose

The purpose of this Agreement is to formalize and clarify the partnership between the District and the Police Service to implement a School Resource Officer ("SRO")***[can be YRO] program (the "Program") [*identify particular school name if relevant:* at _____ School (the "School")] in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the Parties' collaborative relationship to best serve the school and surrounding community.

This memorandum is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

XI. Mission Statement, Goals, and Objectives

The mission of the Program is to support and foster the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is *indispensable* to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the "Goals and Objectives"):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;

- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services, including *prevention* services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed [emotional, personal, etc.] supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

XII.   Structure and Governance

The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, [and all stakeholders] including teachers and other school staff, students, and families, is important to the success of the Program.

A. Process for Selecting SRO

The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a *positive perception of and relationship with the SRO.*

In accordance with [add appropriate] law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent emotional and cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies. *[**Perhaps Insert here or close in what is now included below as Section VII: SRO Training]* The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO. [*Note: regional school districts should tailor this paragraph to specify*

how chiefs of different towns should work together, and with the Superintendent, to select the SRO).]

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
- Demonstrated understanding of systemic racism and the effects of multigenerational trauma including the histories between police systems and racialized and marginalized communities;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, community, behavioral threat assessment and trauma-informed policing in a school setting;
- Commitment to learning about perceptions, experiences and needs of immigrant students and their families as represented within the school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to families and the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
- Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent/Director from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. **In accordance with appropriate law, the Chief shall not assign an SRO based solely on seniority.**

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his

or her appointing authority at the earliest opportunity. The Police Service shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

B. Supervision of SRO and Chain of Command

The SRO shall be a member of the Police Service and report directly to _____ [*identify Police Service supervisor by position*]. [*Or in cases in which the District has a police service which reports to the Superintendent*: The SRO shall be designated as a special employee of the District and shall report directly to _____ [*identify school or District supervisor by position*]]. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, students of concern, arrests and searches of students' persons and property, consistent with Section V.D.

C. Level and Type of Commitment from Police Service and School District

The salary and benefits of the SRO shall be covered by _____ [*insert which party is responsible, or the percentages each party is responsible for*]. The costs of the training required by this Agreement and any other training or professional development shall be paid by _____ [*insert which party is responsible, or the percentages each party is responsible for*].

[*Insert which party is responsible for any other foreseeable costs, or the percentages each party is responsible for.*]

[*Insert a paragraph detailing what the District will make available to the SRO with respect to space and equipment, such as dedicated and secure office space for the SRO that allows the SRO to engage in confidential conversations, a desk, chairs, and access to any technology needs. Also specify what equipment the Police Service will provide.*]

D. Integrating the SRO

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO

and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. [*NOTE: Some districts might add working with community partners on campaigns and messages in schools (e.g., to prevent substance use, vaping, and distracted driving).*] If the District has access to a student rights training through a community partner, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP"/ Rehabilitation Act ("504 Plan"). Or equivalent, under the appropriate Laws]. School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of [documents] that address these special accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the appropriate laws (see further information in Section V).

E. **Complaint Resolution Process**

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community, including students, to register concerns that may arise with respect to the SRO or the Program. The system shall comply with Police Service policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow students, parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with any of the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year and must align with the conflict resolution policies and procedures of the respective School Division and Police Service.

The Parties shall develop and implement a system that allows for the SRO and other Police Service officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise with respect to the Program.

F. Annual Review of the SRO and the SRO Program

The Chief and the Superintendent/Director shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. [*NOTE: Some programs may wish to have more frequent reviews.*] The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent/Director shall jointly develop and agree in advance on the metrics for measuring the SRO's performance and the success and effectiveness of the Program. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation and prevention activities.

The Chief and Superintendent shall provide a procedure for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief, pending the Superintendent of the Schools final Agreement. If the Superintendent/Director recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment and a process to resolve the differences to achieve mutual agreement shall be in place.

XIII. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

The SRO while functioning in a mentoring and "counseling" role to students in the course of their duties shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of appropriate school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Service employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from

undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview.

If in accordance with pertaining law, the SRO shall not take enforcement action against students for Disturbing a School Assembly or for Disorderly Conduct or Disturbing the Peace within school buildings, on school grounds, or in the course of school-related events.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII.

XIV. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Service employees may serve as key points of contact for sharing information. Such school officials and Police Service employees are identified below [*identify by title, not name*]:

_____

_____

_____

Legal Matters Pertaining to Violence Threat Risk Assessment (VTRA)
Source: *Violence Threat Risk Assessment: A Community-Based Approach 10th Edition*
©North American Center for Threat Assessment and Trauma Response and the Government of British Columbia School/Police VTRA Protocol

Police or Other Public Safety Agency Involvement in Student Interviews / Investigations

Law enforcement agencies will strive to avoid conducting interviews or investigations at schools. However, it is acknowledged that there will be some situations when interview procedures must take place at the school as a result of specific circumstances including, but not limited to, concern for the student's safety, need to gather information from a student witness and/or need to interview a student who may be a suspect in a criminal investigation. In such cases, the school will strive to maintain respectful and low-profile interactions between students and police/public safety personnel.

a) Where the police wish to interview a student on school premises, the following guidelines will be observed.

- The principal or vice principal will work with agency personnel to determine whether it is imperative to conduct the interview on school premises.

- The principal or vice principal granting permission for interviews on school premises shall be responsible for ensuring an appropriate setting is made available for the interviews and shall assist the police in determining appropriate times for the interviews. He/she shall ensure that a parent(s)/guardian(s) is immediately notified except in a case where it is deemed that immediate notification would compromise student safety and/or the security of an evidence trail.

- If the interview is to take place at school, the police or other agency representatives will be requested to delay any interview until the parent(s)/guardian(s) has been contacted and provided an opportunity to attend unless it is critical that the interview be held without parent/guardian presence/involvement.

- It is up to the student being interviewed, and not up to the school or the police, to determine who will be present to provide support during the interview.

- Consultation time will be provided for the student and the student's support person prior to the interview.

b) Where the police wish to conduct an interview with a student witness / potential student witness or student victim on school premises, it is not necessary to follow the procedures above, however, parent(s)/guardian(s) will be contacted as soon as is practical. The principal or vice principal will attend such an interview if requested by the student. The primary purpose would be to provide support for the student. Whether to attend should be determined taking into account such factors as the age and maturity of the student and the nature of the incident being investigated. If the student wishes the interview to be conducted in private, then that would be respected.

c) Where a serious crime is involved, an alternate location for the interview, determined in consultation with a parent(s)/ guardian(s), may be chosen.

d) If a student is being transported by police or other public safety agency personnel from the school, the principal or vice principal will work to ensure that the movement of the student to the agency vehicle is done in a safe and low-profile manner and that the student's parent(s)/guardian(s) are made aware of the destination as soon as possible.

VTRA Parallel Investigations

Police need to disclose relevant information to school personnel pursuant to the *Youth Criminal Justice Act (YCJA s.125)* in a timely manner in all threat assessment files that involve students.

* If a threat maker is being taken into custody police need to advise the school the approximate time when he or she will be released to the parent(s)/guardian(s). Are there immediate safety concerns if the threat maker(s) is released to the parent(s)/guardian(s)? There can be grounds to extend the hold, if required, to ensure public safety.

Youth Criminal Justice Act:

Youths may be arrested by the police for more serious offences. The rights expressed in the Canadian Charter of Rights and Freedoms apply to youths and adults.

"Youths and adults have the right to obtain immediate legal counsel of their own choice upon arrest or detention. The youth offender also has the right to have his or her parent(s) or guardian(s) present during questioning. Upon arrest or detainment, these rights must be explained in clear and understandable language. If the police have violated the above rights, the charges may be dismissed by a judge or any statements made to the police may be ruled inadmissible by the judge in court."

Search and Seizure

Locker / Bedroom / Digital Footprint Dynamic

In general, when people do not want to be discovered engaging in, potentially stopped from continuing with behaviours and/or do not want the items, products and trophies related to the behaviour randomly discovered, they choose to conceal evidence in a location where they believe they have an expectation of privacy. Sometimes the location is secret to them, but it may also be a location they know to be private because they alone have access to it. Locations such as their own residence or, if they do not live alone, their

personal bedroom or office is often typical. If the dynamic of the residence is such that there is no reasonable expectation of privacy within the entire location, the chosen location for the behaviour may become a garage, tool shed or motor vehicle that affords privacy.

Likewise, in a school setting the locker is one of the first places to find drugs, weapons and other contraband. It is now standard practice in a school-based VTRA and/or police-based VTRA to show a concerted interest in the locker and bedroom dynamic. Examination of these locations may help establish if there is any evidence that a threat maker is engaging in behaviours consistent with their threat.

The locker and bedroom dynamics are not exclusive because when we find evidence of planning in these locations, we often find further evidence elsewhere including at school in the threat maker's backpack, desk, textbooks, student and in other locations.

The more committed an individual is to carrying out an offence without being caught, the more likely they may hide weapons, ammunition, floor plans, maps and other items elsewhere in the home and surrounding property.

School administration must check for initial evidence of planning as it relates to the locker dynamic when a "clear, direct and plausible" threat is evident.

When such grounds exist and criminal charges are contemplated, it is necessary that police obtain a search warrant of the subject's residence and seize the specified items as evidence. The problem arises when the threats are ambiguous or insufficient grounds to obtain a search warrant exist. In these situations, it would be prudent to appeal for consent to search for safety reasons and to continue with the collection of data to determine if the threat maker poses a risk to identified target(s).

However, as students age and presumably become more mature, they have a greater expectation of privacy. This diminishes the ability of the parents to automatically grant consent for police to enter and search a private bedroom. The student may consent to a police search, thus removing the absolute requirement for a search warrant.

When students age and gain maturity, they become separate from their parents and acquire a reasonable expectation of privacy for their private living areas. If a student lives in a common area of the house, such as on the couch or futon in the open area, parents can authorize police to search this living space. However, if the student lives in a bedroom with a lockable door and the parents don't enter without permission, the student has a reasonable expectation of privacy. Police would require a search warrant to enter the private bedroom.

If there are exigent circumstances that require an immediate entry by police into the private bedroom to save a life, prevent the immediate destruction of evidence, or in case of "hot pursuit", a search warrant (Feeney warrant) for arrest is not required.

<u>Search of a Vehicle on School Property</u>

A driver has a reasonable expectation of privacy for the contents of his or her motor vehicle. A search of a vehicle on school property is not covered under the *School Act*. If school personnel view concerning items by looking through the windows of the vehicle they should contact police who will respond and determine if a warrant is required.

Exigent Circumstances

Where there are "exigent circumstances" a police officer may forgo the requirement of a search warrant. The protections of s.8 *Canadian Charter of Rights and* Freedom are "circumscribed by the existence of the potential for serious and immediate harm." exigent circumstances inform the reasonableness of the search.

S.487.11 *Criminal Code* – A peace officer, or a public officer who has been appointed or designated to administer or enforce any federal or provincial law and whose duties include the enforcement of this or any other Act of Parliament, may, in the course of his or her duties, exercise any of the powers described in subsection 487 (1) or 492.1 (1) without a warrant if the conditions for obtaining a warrant exist but by reason of exigent circumstances it would be impracticable to obtain a warrant. (See <u>Exigent Circumstances Continued</u> below).

<u>Social Media Evidence and Digital Data:</u>

Evidence is now found on digital devices as intimate details from our lives flow through our devices and are shared freely or sometimes unintentionally online. It is not possible to come across a young person without a social media account or a single digital device. Schools can request consensual searches of student digital devices. Be mindful of the remote erase capabilities of devices, it is important to preserve and protect evidence. With smart phones, network connectivity must be restricted. This can be accomplished by placing the device into airplane mode, taking out the battery, or powering down the device. Forensic searches of devices may be necessary but can take time.

There is no expectation of privacy from content that has been posted publicly on social media with no user privacy settings restricting view. Anyone in the world can conceivably locate such data through an internet search engine or public social media search. The evaluation of publicly posted digital data and data on devices (if available) is <u>imperative</u> to an accurate overall assessment of risk.

Boards of Education and Independent School Authorities are subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources and is only obtained from open source sites. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Exigent circumstances requests can be submitted to social media companies (Facebook & Instagram, Twitter, Snapchat) to retrieve data in critical timeframes through their law enforcement portals. If you believe that you will be proceeding with charges, it is important to submit a simple preservation order to these companies. You will then typically have 90 days to submit a production order / search warrant. Remember that social media companies are not always entirely forthcoming and can be difficult to work with. Screenshots of images or posts of **publicly** available online data with time and date stamp embedded are always preferable.

B. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement intervention, by a school disciplinary response, or by some combination of the two.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed under local laws and regulations (e.g., mandatory reporting, immediate threats of harm to self or others).

The Parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Service (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student PII received by the SRO (or other Police Service employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.

C. Information Sharing by the SRO

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Service's involvement with a student's family, the student may need or benefit from supportive services in school); or
- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of pertaining law (e.g., in the US: Community Based Justice information-sharing programs)

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

XV.   Data Collection and Reporting

In accordance with appropriate laws, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the designated local authorities

[*NOTE: You should seriously consider tracking other data, such as number and types of crimes committed at schools, substantiated complaints related to the SRO or the Program, types of community-building activities carried out by the SRO, and number of counseling, mentoring, and related activities by the SRO. Consider measures that will help the Chief, Superintendent, and school community evaluate the performance of the SRO and the success and effectiveness of the SRO program.*]

XVI.   SRO Training

The SRO shall receive ongoing professional development in areas such as:

(1) Child and adolescent development,
(2) Cognitive and neuroscientific "brain–based" development for children and adolescents,
(3) Trauma informed models of child development, including knowledge of impact of Adverse Childhood Experiences [ACE's],
(4) The significance of family dynamics and various evidence-based models of understanding their impact.
(5) Therapeutic diagnostic and treatment models for mental health and substance use / abuse
(6) Conflict resolution,
(7) Violence Threat Risk Assessment (VTRA™)
(8) Youth Criminal Justice diversion programs, and
(9) General de-escalation of violence models and general diversion strategies.

Additional areas for continuing professional development may include, but are not limited to:

- Restorative practices
- Implicit bias and disproportionality in school-based arrests based on race and disability

- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Mental health protocols and trauma-informed care
- De-escalation skills and positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

[**The list of competencies above shall be considered a model of basic minimal requirements but in no way be considered complete for the purposes of an additional learning & knowledge base on the part of the SRO]

The SRO shall attend a minimum of _____ [*identify number of hour*] hours of training per year. [*The recommended minimum above time spent in certified basic SRO training is XX hours.*]

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

XVII. **Accompanying Standard Operating Procedures**

This Agreement shall be accompanied by Standing Operating Procedures that shall be consistent with this Agreement and shall include, at a minimum, provisions detailing:

- **The SRO uniform** and any other ways of identifying as a police officer;
- Duty hours and scheduling for the SRO;
- **Use of police force, arrest, citation, and court referral on school property**;
- **A statement and description of students' legal rights, including the process for searching and questioning students and when parents and administrators must be notified and present**;
- **The chain of command, including delineating to whom the SRO reports**, how often the SRO meets with the principal or his or her designee, **and how school administrators and the SRO work together**, as well as what procedure will be followed when there is a disagreement between the administrator and the SRO;

- Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;
- **Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school**;
- **Protocols for diverting and referring at-risk students to school- and community-based supports and providers**; and
- Clear guidelines on confidentiality and **information sharing between the SRO, school staff, and parents or guardians**.

XVIII. Effective Date, Duration, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief, Board Chair and/or the Superintendent/Director. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

_____   _____
Name: Name:
Board Chair and/or Superintendent/Director Chief of Police
of Schools
Date: _____, 202X   Date: _____, 202X

The National Association of School Resource Officers (NASRO) identified three key roles which we will refer to as the "LCT Model for School Resource Officers".

Recommended Training Topics for SRO Programs

The roles and responsibilities of the SRO are unique and distinct from the roles and responsibilities of the law enforcement officer in the community. What they have in common are the charge to Protect and Serve their constituencies. However, SROs are an integral part of the school and district with the mission to educate children and youth and to create a safe school climate where learning can take place in a physical and emotional environment free of fear.

SROs work under the educational umbrella – that includes the concept: In Loco Parentis – acting in the place of parents. For that reason, their approach, actions and training must be in alignment with the most recent knowledge and / or science of the following:

Suggested SRO Training Topics

- Community Policing and Schools: History and evolution in Canada and the United States. How does the role of the SRO and their engagement with schools differ from that of the police officer in the community? What does the SRO contribute to the school and school stakeholders – e.g., types of calls for service and actual interventions based on available data.

- Child Development and Mental Health – Approximately 50% of all mental health disorders begin between birth and age 14 – with a spike around late adolescence due to the first 'break' or signs of adult schizophrenia – working with school age children and youth to build trust and the mentor relationships. This module will help SROs learn about the stages and phases of child development, early warning signs of emotional distress and mental illness and disorders, the behaviors linked to early warning signs as well as appropriate SRO responses and referral sources.

- Childhood Trauma – Understanding the impact of Adverse Childhood Experiences – and negative Behaviors that can emerge at school due to experiences with exposure to violence and trauma.

- Crisis Interventions, Threat Assessment, Suicide Prevention and Intervention – The specific role of the SRO and How to Work in a Team Approach of SROs, Counselors (School social workers and psychologists/and educators).

- Cultural Diversity/Racial Tension/Civil Unrest/Social Justice Issues.

- Brain Based Psychological First Aid: Listen Protect Connect/Model and Teach – A Universal Prevention Approach for acute trauma and secondary traumatic stress in adults, children and youth in the School Setting.

- Substance Use and Abuse – How it affects mental health and behavior in children, youth and adults.

- Youth Crime Diversion and Prevention – The SRO's role in disrupting pathways to violence and criminal behavior and the School to Prison Pipeline – Assessment and Early Interventions.

- Social Media – Understanding and Assessing electronic communications that provide opportunities for preventing harm to self and others, early indicators of racialized and radicalized threat and hate based communication. Monitoring and tracking information for school safety.

- School Law – the foundation for law enforcement practice is an understanding and awareness of the laws that govern the roles and responsibilities for sworn police officers in specific contexts. School Resource Officers must have knowledge of the laws at both the Provincial and Federal levels as well as Legislation and Case Law in effect since Columbine when school safety laws proliferated. These sources provide the context and rationale for school resource officer roles, responsibilities, practices and policies and overall school safety.

Formal Trainings for SRO's and Other School Professionals: Canada and the United States

COURSE NAME:

Level One Violence Threat Risk Assessment (VTRA)
Level Two Violence Threat Risk Assessment (VTRA)
Level Three Violence Threat Risk Assessment (VTRA)

DESCRIPTION:

VTRA is the only multidisciplinary threat assessment training model that leads to the development of comprehensive community protocols for the assessment, prevention and intervention of **All** <u>forms of violence</u>. Teams are trained to conduct data driven assessments that result in data driven interventions. Because of the broad application to all forms of violence, functional VTRA teams can identify trends and community dynamics that in the past may have seemed unrelated but in reality, prove to be the primary risk enhancers. This may include gang related dynamics or trauma-generated pathology intensified by currently undisclosed exposure to extreme violence, sexual assault, racism, etc.
https://nactatr.com/vtra.html

COURSE NAME:

Level One Traumatic Event Systems (TES) Model of Crisis and Trauma Response
Level Two Traumatic Event Systems (TES) Model of Crisis and Trauma Response

DESCRIPTION:

TES is the only multidisciplinary crisis and trauma response model that leads to the development of comprehensive community protocols for measured responses to both low impact crisis and high-impact traumatic events. TES is an **elevation** of trauma-informed practice beyond just supporting individuals with PTSD but supporting entire systems impacted by trauma. While VTRA addresses all forms of violence, the TES model addresses **All** forms of trauma. TES focuses on the fact that not all human systems (families, schools, workplaces, and communities) function the same and as such TES teams address the role that history and pre-incident functioning play in determining how to emotionally support individuals and systems impacted by current trauma. Trained professionals specialize in both initial crisis and trauma response but also how to assess and intervene in traumatic aftermath (months and sometimes years to follow).
https://nactatr.com/tes.html

COURSE NAME:

Foundation in Threat Assessment (Online Course)
Foundation in Trauma Response (Online Course)
Foundation in Family Dynamics (Online Course)

DESCRIPTION:

While violence can cause profound trauma, we understand that profound trauma can also contribute to serious violence. At the core of many acts of serious violence, or threats of violence, is the undiagnosed or untreated trauma of the "person of concern". Therefore, the fields of threat assessment and trauma response are inseparably connected. In many cases, the trauma-generated behaviour has its' origin in the Person of Concerns' (POC) family experience. Understanding the interconnection between the dynamics of violence; the dynamics of trauma and the dynamics of families is key to disrupting the "Trauma-Violence Continuum™".

While all three courses can be taken individually, when combined they become part of a unique and interconnected systems model of human functioning. In other words, violence, trauma and family dynamics are often interacting with each other. Completion of a stand-alone course will result in a NACTATR Badge displayed in your learning portfolio. Successful completion of all three courses will result in the designation of "Certified NACTATR Foundations in the "Trauma-Violence Continuum™" BASIC.
https://nactatr.com/learn.html

COURSE NAME:
OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION U.S. Department of Justice, Office of Justice Programs - Conflict Resolution Fact Sheet

DESCRIPTION:

Created by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, this fact sheet highlights four approaches to conflict resolution education: process curriculum, peer mediation, peaceable classroom, and peaceable school. This explores each of these approaches and how they can be applied when working with youth.
https://www.ncjrs.gov/pdffiles/fs-9755.pdf

COURSE NAME:

Early Prevention and Intervention for Delinquency and Related Problem Behavior

DESCRIPTION:

CRITICAL CRIMINAL JUSTICE ISSUES U.S. Department of Justice, Office of Justice Programs
This manual includes a section titled "Early Prevention and Intervention for Delinquency and Related Problem Behavior". This includes general prevention strategies best implemented with other federal agencies, prevention and intervention strategies with the justice system, and additional justice system research.
https://www.ncjrs.gov/pdffiles/158837.pdf

COURSE NAME:

POLICE-BASED JUVENILE DIVERSION 14 YOUTH DE-ESCALATION AND CONFLICT RESOLUTION FOR SCHOOL SAFETY OFFICERS WEBINAR

DESCRIPTION:

International Association for Chiefs of Police. This webinar is a crisis intervention tool for interacting with youth in schools, particularly youth de-escalation and conflict resolution. In addition, it provides tools for helping students learn to resolve conflicts appropriately provides them with leadership tools to build positive relationships between
themselves, other students, and staff.
https://www.theiacp.org/resources/webinar/youth-de-escalation-and-conflict-resolution-for-school-safety-officers-webinar

COURSE NAME:

ADOLESCENT DEVELOPMENT: STRATEGIES FOR YOUTH AND LAW ENFORCEMENT
INTERACTIONS WEBINAR

DESCRIPTION:

International Association for Chiefs of Police. The purpose of this webinar is to discuss adolescent
brain development and how it affects youth behavior. The presenter will discuss youth thinking
and behavior, strategies to improve police interaction with youth and legal considerations when
interviewing or interrogating youth, as well as providing resources to improve interactions and
outcomes when dealing with youth.
https://www.theiacp.org/resources/webinar/adolescent-development-strategies-
for-youth-and-law-enforcement-interactions
COURSE NAME:

Mental Health First Aid

DESCRIPTION:

USA MENTAL HEALTH FIRST AID Youth Mental Health First Aid Mental Health First Aid is an 8-
hour course that teaches you how to help someone who may be experiencing a mental health or
substance use challenge. The training helps you identify, understand and respond to signs of
addictions and mental illnesses. Youth Mental Health First Aid is designed to teach caregivers,
teachers, school staff, health and human services workers, and other individuals working with
adolescents' tools to deal with someone who is experiencing mental health challenges or is in a
crisis.
https://www.mentalhealthfirstaid.org/take-acourse/find-a-course/

COURSE NAME:

FIND SUPPORT — LAW ENFORCEMENT OFFICERS National Alliance on Mental Illness (NAMI)

DESCRIPTION:

NAMI Basics is a free six-week class for parents and family caregivers of children and adolescents
with emotional or behavioral issues. It provides critical strategies for taking care of young children
and learning the ropes of recovery. NAMI Basics is taught by NAMI-trained teachers who are
parents or caregivers or children with similar issues. Participants will learn communication tips,
how to problem-solve, and the skills to help them cope with emotional impact of caring for their
child.
https://www.nami.org/find-support/law-enforcement-officers

COURSE NAME:

POLICE-15 BASED JUVENILE DIVERSION Child and Adolescent Development

DESCRIPTION:

PARTNERSHIP UNIVERSITY Youth Development Institute (YDI). The Youth Development Institute is a series of online training courses for youth-serving paraprofessionals and volunteers seeking to increase their knowledge and enhance their skills. This online course provides background on adolescent brain development, the role of self-concept and self-esteem in identity development, how youth respond to puberty, and what youth workers can do to be supportive during this time of change.
https://www.partnershipuniversity.org/youth-development-institute-ydi-courses-descriptions-and-information#Adolescent

COURSE NAME:

Policing the Teen Brain

DESCRIPTION:

STRATEGIES FOR YOUTH, CONNECTING COPS & KIDS Juvenile Justice Training for Law Enforcement SFY's training expands officers' understanding of adolescent behavior and builds their de-escalation tactics for interactions with youth. The foundation of this training is based on regional, agency, demographic or subject area's needs. The course Policing the Teen Brain is a training program that provides officers with the information and skills they need to effectively interact with youth.
https://strategiesforyouth.org/sfysite/forpolice/http://strategiesforyouth.org/forcommunities/think-about-it/

COURSE NAME:

THE EFFECTS OF ADOLESCENT DEVELOPMENT ON POLICING - International Association of Chiefs of Police

DESCRIPTION:

This brief provides an overview of adolescent brain development and its effects on law enforcement interactions with youth. Reviewing youth development stages and their effects on youth behavior may increase understanding of how and why teenagers think and act the way they do. This brief includes strategies for law enforcement to apply this knowledge during youth interactions, outlining important considerations for integrating this information into everyday practices, procedures, and programs.
https://www.theiacp.org/resources/webinar/the-effects-of-adolescent-development-on-policing

COURSE NAME:

POLICE-BASED JUVENILE DIVERSION 16: 1-2-3 CARE, A Trauma-Sensitive Toolkit for Caregivers of Children, Spokane Regional Health District

DESCRIPTION:

This fact sheet outlines what is considered as an Adverse Childhood Experience, what exposure to childhood ACEs can increase the risk of in children, and how ACE's effect the physical health of children.
https://srhd.org/media/documents/1-2-3-Care-Toolkit_LowResolution.pdf

COURSE NAME:

TRAUMA-INFORMED CARE: PERSPECTIVES AND RESOURCES, Georgetown University Center for Child and Human Development

DESCRIPTION:

This video "Trauma-Informed Care: Perspectives and Resources" is a comprehensive web-based resource tool. This video comprises issue briefs, video interviews, and resource lists for implementation. The issue briefs provide an introduction and overview for each of the tools eight models. The comprehensive resources list support users in understanding how to build trauma-informed systems and organizations.
https://gucchdtacenter.georgetown.edu/TraumaInformedCare/

COURSE NAME:

TRAUMA TRAINING FOR CRIMINAL JUSTICE PROFESSIONALS - Substance Abuse and Mental Health Service Administration (SAMHSA)

DESCRIPTION:

The GAINS Center offers a one-day training on trauma-informed responses from criminal justice professionals about the impact of trauma and how to develop trauma-informed responses. This training has been developed specifically for criminal justice professionals to raise awareness about trauma and its effects. The course, "How Being Trauma-Informed Improves Criminal Justice System Responses," is a one-day training for criminal justice professionals
to increase their awareness and impact of trauma, develop trauma-informed responses, and to provide strategies for developing and implementing trauma-informed policies.
https://www.samhsa.gov/gains-center/trauma-training-criminal-justice-professionals

COURSE NAME:

National Association of School Resource Officers Basic Training

DESCRIPTION:

The NASRO Basic School Resource Officer Course is a forty-hour 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.
https://nasro.org/training/nasro-training-courses/POLICE

APPENDIX A

Excerpt from:

THREAT ASSESSMENT IN SCHOOLS:
A GUIDE TO MANAGING THREATENING SITUATIO NS
AND TO CREATING SAFE SCHOOL CLIMATES
UNITED STATES SECRET SERVICE
AND
UNITED STATES DEPARTMENT OF EDUCATION
by

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Washington, D. C.
May 2002

CHAPTER II

CREATING CLIMATES OF SCHOOL SAFETY:

A FOUNDATION FOR REDUCING SCHOOL VIOLENCE

Fostering a Culture of Respect

In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively.

Cultures and climates of safety support environments in which teachers and administrators pay attention to students' social and emotional needs as well as their academic needs. Such environments emphasize "emotional intelligence," as well as educational or intellectual pursuits.7 Students experience a sense of emotional "fit" and of respect within the school body, and may be less likely to engage in or be victimized by harmful behavior. (8)
A culture of safety creates "shame free zones" in which daily teasing and bullying is not accepted as a normal part of the adolescent culture. (9) School environments characterized by bullying and meanness can lead to student isolation and fear. At best, school environments that turn a blind eye to bullying and teasing inhibit the work of school–learning and growth. At the worst, such environments allow behavior that fosters fear and fury that stunts the healthy development of the victims of that behavior, and may lead to psychological and physical violence.

Creating Connections Between Adults and Students

Connection through human relationships is a central component of a culture of safety and respect. This connection is the critical emotional glue among students, and between students and adults charged with meeting students' educational, social, emotional, and safety needs. (10)

In a climate of safety, students have a positive connection to at least one adult in authority. Each student feels that there is an adult to whom he or she can turn for support and advice if things get tough, and with whom that student can share his or her concerns openly and without fear of shame or reprisal. Schools in which students feel able to talk to teachers, deans, secretaries, coaches, custodians, counselors, nurses, school safety officers, bus drivers, principals, and other staff support communication between students and adults about concerns and problems.

Schools that emphasize personal contact and connection between school officials and students will take steps to identify and work with students who have few perceptible connections to the school. For example, during staff meetings in a school in a California School District, the names of students are posted, and school faculty members are asked to put stars next to the names of those students with whom they have the closest relationships. Faculty members then focus on establishing relationships with those students with few stars next to their names.

Breaking the "Code of Silence"

In many schools there is a pervasive sense among students and some adults that telling grownups that another student is in pain or may pose a threat violates an unwritten, but powerful, "code of silence." A code of silence has the potentially damaging effect of forcing students to handle their pain and problems on their own, without the benefit of adult support. These codes also suggest

that a student should not bring any concerns that he or she may have about a peer's behavior to the attention of responsible adults.

The findings of the Safe School Initiative suggest that silence is far from golden. In fact, study findings indicate that silence may be downright dangerous. The study found that most school shooters shared their potentially lethal plans with other students, but that students who knew of planned attacks rarely told adults.

In a climate of safety, students are willing to break the code of silence. Students are more likely to turn to trusted adults for help in resolving problems. Moreover, students are more willing to share their concerns about the problem behavior of peers with their teachers and other adults in positions of authority within the school without feeling that they are "snitching" or "ratting" on a buddy or friend.

As a result of responsible bystander behavior, serious problems come to adult attention earlier, before these problems lead to violence. Problems are raised and addressed before they become serious, and the potential for school violence arguably is diminished. In an environment that encourages communication between students and adults, information does not remain "secret" until it is too late. In fact, it is considered good citizenship or even heroic
go to a teacher to share the fact that a fellow student is in trouble and may be contemplating a dangerous act.

Major Components and Tasks for Creating a Safe/Connected School Climate

The major components and tasks for creating a safe school climate include:

- Assessment of the school's emotional climate;
- Emphasis on the importance of listening in schools;
- Adoption of a strong, but caring stance against the code of silence;
- Prevention of, and intervention in, bullying;
- Involvement of all members of the school community in planning, creating, and sustaining a school culture of safety and respect;
- Development of trusting relationships between each student and at least one adult at school; and
- Creation of mechanisms for developing and sustaining safe school climates.