

CRIMINAL JUSTICE ACADEMY STANDARDS

SYLLABUS

COURSE TITLE:

School Resource Officer

COURSE LENGTH:

79 Hours

COURSE DESCRIPTION:

School Resource Officer is designed to educate officers on the role of school resource officers in modern-day policing.

PURPOSE OF COURSE:

Upon completion of this course, officers will be equipped to successfully carry out the duties of a school resource officer.

COURSE OBJECTIVES:

Perspectives

1. Define Community Policing.
2. List the four steps in the SARA problem solving method.
3. Discuss the goals and perspectives of the School Resource Officer Program.
4. Identify the three components of the SRO Triad Model.
5. Identify indicators of a successful SRO.
6. Identify potential allies and networking contacts to assist in problem solving.
7. Define the duties of the School Resource Officer.

Writing a Memorandum of Understanding (MOU)

8. Design and implement a Memorandum of Understanding for a School Resource Officer Program.

Instruction and Lesson Preparation

9. Identify qualities associated with effective teaching.
10. Identify the three teaching modalities.
11. Identify the different methods of instruction.
12. Identify other teaching tools that work effectively with adolescents.
13. List the parts of an outline.

Street Gangs

14. Define a criminal gang.
15. Classify criminal gangs into the three main gang typologies.
16. Classify the criminal gang structure.
17. Identify the reasons for the spread of criminal gangs.
18. Identify the six traditional criminal gangs most often found in the school setting.
19. Classify basic gang graffiti and hand signs.
20. Discuss strategies in dealing with gangs in the school setting.
21. Discuss useful tips for dealing with gang members.

Juvenile Procedures

22. List the historical events and court cases which have an impact on the juvenile justice system.
23. Define “child and court” as defined in title 63.
24. Define terms in the family court system.
25. List the procedures to be used when a juvenile is taken into custody.
26. Identify status offenses and/or an offense which only applies to minors.
27. Identify circumstances in which a juvenile may be transferred to General Sessions Court from Family Court.
28. List disposition procedures as they apply to juveniles.
29. Discuss the school resource officer’s interaction and laws pertaining to schools.

Cyberbullying/Sexting

30. Define “cyberbullying”.
31. Recognize the different forms of cyberbullying.
32. Define “sexting”.
33. Discuss 4th Amendment and Stored Communication Act in regards to searching cell phones.
34. Identify duties of the officer and magistrate in determining facts and sources of information for a search warrant affidavit and three elements to support probable cause.
35. Discuss neutral, detached magistrate.
36. Identify the requirement for an “oath” when obtaining a search warrant.
37. Identify the requirement for a search warrant.
38. Identify additional procedural requirements set forth in S.C. Code §17-13-140.
39. Identify South Carolina laws used to prosecute obscene electronic communication.

40. Discuss the South Carolina Safe School Climate Act.

Child Abuse

41. Define “Child” according to Title 63 of the South Carolina Code of Laws.
42. Define “Child Abuse,” Neglect” and “Excessive Corporal Punishment” according to Title 63 of the South Carolina Code of Laws.
43. Explain the dynamics of the victimization of children.
44. List the procedures to be used when investigating child abuse cases.
45. Identify initial interview techniques to be used with children.
46. Identify the legal aspects of dealing with child abuse cases.
47. Identify the various “offender registries”.
48. Explain the “Electronic Securing and Targeting of Online Predators Act” South Carolina Code of Laws 23-3-555.

Drugs of Abuse

49. Discuss the drugs that are most commonly abused.
50. Identify ways of detecting possible drug use.
51. Identify drug statutes.

Interview & Interrogations

52. Explain a juvenile’s pre-frontal cortex.
53. Define an interview.
54. Explain and use the interview structure process.
55. Explain and use cognitive interview techniques.
56. Use and demonstrate proper techniques regarding line-ups.
57. Explain and use Miranda warnings in the interrogation process.
58. Define an interrogation.
59. Explain the interrogation process.
60. Explain best practice when interviewing or interrogating juveniles.
61. Explain process when taking a juvenile into custody.

Crime Prevention Through Environmental Design

62. Define crime prevention through environmental design.
63. Identify crime prevention through environmental design concepts.
64. Describe crime prevention through environmental design strategies.

65. Identify how to organize your crime prevention through environmental design team.
66. Identify how to implement crime prevention through environmental design in a school setting.

Students with Disabilities

67. Identify the rights of students with disabilities under the Individuals with Disabilities Education Act (IDEA).
68. Identify the rights of students with disabilities under Section 504 of the Rehabilitation Act.
69. Identify the rights of homeless students under the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 et seq.

Child Custody Issues

70. Identify which parent is entitled to custody when the child is illegitimate pursuant to Section 63-17-20(B).
71. Recognize those situations in which it is appropriate for law enforcement to intervene in the child custody disputes pursuant to Section 16-17-495.
72. Recognize those situations in which law enforcement cannot legally intervene in a child custody dispute.
73. Identify the appropriate law enforcement response in specific scenarios involving child custody disputes.
74. Determine appropriate responses when a custody action is pending.
75. Recognize the importance of working with intrastate agencies.
76. Recognize the importance of working with interstate agencies.

Crisis Response

77. Identify crisis response situations that can occur in a school.
78. Discuss the importance of mitigation and prevention of a critical incident.
79. Explain the lockdown and evacuation procedures for a school.
80. Identify ways to implement the crisis response manual.
81. Identify the recommended items for the crisis response kit.

Active Shooter

82. Define active shooter
83. Discuss active shooter history overview
84. Identify 4 levels of attacks
85. Identify hostage barricade and active shooter responses
86. Discuss concepts and principles of team movement
87. Introduce communication techniques.
88. Identify shooting and moving techniques

89. Demonstrate threshold evaluation
90. Setting up for room entries
91. Identify post engagement priorities
92. Discuss improvised explosion devices and active shooter
93. Identify rapid response gear for active shooter situations
94. Discuss crossing open terrain as a team
95. Demonstrate team movements on stairs

Active Shooter Practicals

96. Participate and demonstrate accurate responses to active shooter drills/scenarios.

Site Assessment Evaluation

ATTENDANCE REQUIREMENTS:

100%

TESTING DESCRIPTION/GRADING CRITERIA:

Multiple Choice, Written Examination

70% Minimum Passing Score

RESEARCH SOURCES:

Perspectives

1. National Crime Prevention Council, (2008), Retrieved August 22, 2013, from <http://www.ncpc.org/search?SearchableText=improving+police+community+relations>
2. North Carolina Department of Juvenile Justice Delinquency Prevention. (n.d.). *SCHOOL RESOURCE OFFICERS: WHAT WE KNOW, WHAT WE THINK WE KNOW, WHAT WE NEED TO KNOW*. (P. 3) http://www.ncdjjdp.org/cpsv/pdf_files/nij_sro_rpt.pdf
3. North Carolina Definition of an SRO. Retrieved August 22, 2013, from http://www.ncdjjdp.org/cpsv/pdf_files/SRO_2003_2004.pdf
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Writing a MOU

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14. *SRO MOU - COPS Funded.* (n.d.). Retrieved August 5, 2011, from <http://www.arsafeschools.com/Files/ModelSROMUCOPSFunded.pdf>
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19. Retrieved August 22, 2011 from <http://www.tlcsem.com/bmoi.htm>
20. Retrieved August 22, 2011, from <http://www.usm.edu/sites/default/files/groups/speakingcenter/pdf/basic20outline.pdf>
21. Microsoft ClipArt 2007

Criminal Street Gangs

22. Valdez, Al. (2005). *A Guide to Understanding Street Gangs* (4th Edition). LawTech Publishing.
23. Valentine, Bill. *Gang Intelligence Manual (Identifying and Understanding Modern-Day Violent Gangs in the United States)*. Paladin Press.
24. Valentine, Bill. (2000). *Gangs and Their Tattoos*. Paladin Press.
25. Criminal Street Gangs I, II, III (2003). Multi-jurisdictional Counter-drug Task Force Training.

Juvenile Procedures

26. Shepherd Jr. Robert E. (1999). *The Juvenile court a 100 Years: A Look Back*. Retrieved August 12, 2011 from <http://www.ncjrs.gov/html/ojdp/jjjournal299/2html>
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31. New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733 (1985). Retrieved July 29, 2011, from <http://supreme.justia.com/us/466/325/case.html>
32. Wofford v. Evans, 390 F.3d 318 (2004). Retrieved July 29, 2011, from <http://law.justia.com/cases/federal/appellate-courts/F3/390/318/506630/>
33. DesRoches by DesRoches v. Caprio, 156 F.3d 571 (1998). Retrieved July 29, 2011, from <http://law.justica.com/cases/Federal/appellate- courts/F3/156/571/481/783/>
34. State v. Pittman, 373 S.C. 527, 647 S.E.2d 144 (2007). Retrieved July 29, 2011, from <http://www.sccourts.org/opinions/displayopinion.cfm?caseNo=26336>
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Cyberbullying and Sexting

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44. Cyberbullying. (2009) Retrieved from [http:// www.how-to-stop-bullying.com](http://www.how-to-stop-bullying.com)
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48. Photograph of Cartoon. (2011). Retrieved from <http://sierragodfrey.blogspot.com/2011/03/cyberbullying-of-a>
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&hovh=160&hovw=245&tx=200&ty=101&page=2&ndsp=28&ved=1t:429,r:6,s:26&biw=1366&bih=7
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Child Abuse

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Drugs of Abuse

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Students with Disabilities

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Child Custody Issues

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86. 42 USC 5780 – Sec. 5780 State Requirement. <http://us-code.vlex.com/vid/sec-state-requirements-19248184>
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Active Shooter

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