

2022 SRO/SSE Training

The Safe to Learn Act of 2018 mandated development of a specialized curriculum to train School Resource Officers (SROs) and School Security Employees (SSEs). The specialized curriculum developed includes training on de-escalation, maintaining a positive school climate, constructive interactions with students, implicit bias, and disability and diversity awareness with specific attention to racial and ethnic disparities. The thirty-five-hour MPCTC-certified training program covers legislatively-required topics and others that SROs and SSEs need to study in order to carry out their duties successfully. To date, MCSS has trained over 1,100 SROs and SSEs in the State of Maryland with this curriculum.

MPCTC recertifies programs every three years, therefore in 2021 MCSS decided to take the opportunity to expand the program with new and much-needed modules and give deeper training on some existing modules. The new program encompasses seventy hours of training delivered in a hybrid learning environment. The additions and changes made will also be built into a professional development in-service class that will be made available to previously trained SROs/SSEs. The 2022 changes to SRO/SSE training are listed below.

NEW MODULES

Crime Prevention Through Environmental Design | Length: 2 hours

Crime Prevention Through Environmental Design (CPTED) is a multi-disciplinary approach to crime prevention that uses urban and architectural design and the management of built and natural environments. CPTED strategies aim to reduce victimization, deter offender decisions that precede criminal acts, and build a sense of community among inhabitants so that they can gain territorial control of areas, reduce crime, and minimize fear of crime. This module is designed to train SROs and SSEs to guide their assigned schools in creating better plans. Amongst other learning outcomes, trainees learn to recognize examples of strategies that can be employed to improve or maintain the ability of a facility or environment to prevent crime.

Crisis Intervention | Length: 3 hours

Crisis intervention is a short-term management technique designed to reduce potential permanent damage to an individual affected by a crisis. Utilizing such methods can help restore one's mental state and prevent any psychological trauma immediately following a crisis. SROs and SSEs have to be able to assess the mental health of those with whom they interact and respond appropriately. In this module the trainee learns how to identify common youth mental health issues such as depression, anxiety disorders, trauma, psychosis, and substance abuse and how to respond to panic attacks, suicidal thoughts or behaviors, non-suicidal self-injury, acute psychosis, overdose, or withdrawal. Trainees learn how to use pre-booking responses to divert individuals with mental illness and how to identify their local mental health resources, policies, and procedures.

Data Capture | Length: 1 hour

This module gives the SRO/SSE an overview of the type of data collected by MCSS and the tools used to provide the data.

Dangers of Devices | Length: 2 hours

With each new technology comes concerns about its potential impact on the well-being of our youth. In recent years, both scholars and the public have voiced concerns about the rise of digital technology, with a particular focus on smartphones and social media. This module provides an overview of digital devices, internet technology, and social media use as it relates to adolescent well-being.

Normative Adolescent Behaviors | Length: 3 hours

Most adolescents establish a level of independence and self-sufficiency that is marked by individuating from their family members and beginning the important process of transferring dependencies from parental to peer relationships. In this module the trainee develops a knowledge base of normative adolescent behavior, an understanding of the importance of strong partnerships, effective lines of communication, and the clearly delineated roles and responsibilities of school resource police officers and school security employees. The trainees establish a framework for principled conversation and decision-making to mediate and create a positive and engaging school climate while learning about alternatives to arrest when managing adolescent behavior safely and effectively within the school setting.

MARYLAND CENTER for SCHOOL SAFETY

Safe Schools Maryland Training | Length: 1 hour

This module educates the SRO/SSE all about the Safe Schools Maryland anonymous reporting system.

Understanding Intellectual or Developmental Disabilities | Length: 4 hours

MCSS expands upon mandated police officers training to make it applicable to both SROs and SSEs who have the potential to spend a great deal of time each day with persons with intellectual or developmental disabilities. In this module trainees identify the procedures that they should/may employ when encountering a student with an intellectual/developmental disability, the risk factors for wandering and elopement and strategies for searching for a missing student with an intellectual/developmental disability, and de-escalation strategies that an SRO/SSE should follow to ensure the safety and calmness of a student with an intellectual or developmental disability. Trainees must also demonstrate communication techniques required to effectively interact with a student with an intellectual/developmental disability, understand the impact sensory issues may have on a student, and describe how to comply with the Americans with Disabilities Act when encountering a student with an intellectual/developmental disability.

EXPANDED MODULES

De-Escalation | Length: 4 Hours (Expanded from 2 hours)

This module dives into the difference between school discipline matters versus criminal matters and use of conflict de-escalation techniques.

Disability & Diversity Awareness | Length: 4 hours (Expanded from 1 hour)

This module defines important terms like disability, diversity, inclusiveness, and cultural fluency while exploring how individuals with disabilities may experience discrimination in various fields including education, health care, employment, economic, and justice.

Implicit Bias | Length: 4 hours (Expanded from 2 hours)

This module defines implicit bias and explains how understanding it can create a better relationship and atmosphere between students and their SRO and SSE.

Restorative Approaches in Schools – What, Why, How | Length: 8 Hours (Expanded from 2 hours)

Restorative practices promote inclusiveness, relationship-building, and problem-solving. This expanded module ensures trainees gain more than simply an overview and instead gain practical working knowledge of restorative approaches. Trainees identify at least three core values of restorative theory and three goals of using restorative approaches in schools. Trainees also identify several restorative approaches that are being used in Maryland schools and list two goals of restorative approaches that are also goals of community policing, one of which is in reference to youth programming. The trainee also recognizes three strategies for minimizing the effects of generational harm when working with students.

UPDATED MODULES

Constructive Interactions with Students

Drug Education and Current Trends

Getting into the Classroom

Hate Bias and Hate Crimes for Law Enforcement Officers

Informal Counselor

Investigation of Bullying

Maintaining a Positive School Climate

Managing Gangs in Schools

Maryland School Law

Memoranda of Understanding

Official Interactions with Juveniles

Principles of Effective Learning

Problem Solving with Stakeholders

School Behavioral Threat Assessment Teams

School Emergency Planning

SRO Definition and History

Trauma Informed Interventions

Victimization of Youth in Schools

Working with Administrators and Staff

Youth Development