



School Resource Officer

*Program Policies and
40-Hour Curriculum*

December 2019

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

Table of Contents:

Background.....	3
Program Development.....	3
Core Concepts.....	3
Certification.....	4
Eligibility.....	4
Course Completion.....	4
Course Waiver.....	4
Certification Renewal.....	4
Continuing Education Requirement.....	5
Memorandum of Understanding.....	5
Right to Review.....	6
Sample Class Matrix.....	7
Course Syllabus.....	9 - 41

Background

In the wake of several school related tragedies, the Illinois General Assembly addressed the use of police personnel within the school setting by passing SB 2925 (PA 100-984) in the spring of 2018. Under this initiative, agreements between school districts and local law enforcement agencies must be in writing and any officer intending to serve in the role of a School Resource Officer (SRO) must receive a specialized certification before assuming these duties.

When drafting this bill, several stakeholders, including representatives from the law enforcement community, school administrators, and community groups, were consulted to determine how the role of an SRO should be defined. Ultimately, they determined that SROs must be police officers of law enforcement agencies who are to serve within a school setting pursuant to a memorandum of understanding between the employing law enforcement agency and a school district within the agency's jurisdiction. Any officer serving in this role as of January 1, 2021 must have a special certification issued by the Illinois Law Enforcement Training and Standards Board ("Board"). Such officers must have attended a special training, or attained a waiver by the Board, before they can serve in this role.

Program Development

The Board was charged to work directly with the Shriver National Center on Poverty Law and in consultation with several other stakeholder groups to develop a course of training for those who will serve as School Resource Officers. To carry out this task, Board staff had several meetings with the Shriver Center team and held discussions with parent groups, school administrators, law enforcement officers and executives and youth service providers to gather input and review feedback on the concerns and requests each has regarding this special role.

ILETSB staff has also reviewed developments and curriculum from other states that have addressed this issue and researched national best practices.

Core Concepts

In discussing the items that should be included within the specialty SRO course, it became clear that all stakeholders held similar concerns and wanted to make sure that three main areas were addressed: the protections of the Illinois Juvenile Court Act, serving within a school environment, and threat response.

Certification

In an effort to ensure that those Illinois law enforcement officers serving as an SRO have met the requirements of PA 100-984, the Board will issue certificates to those who have completed the requisite course, or have been issued a waiver due to prior training and experience.

Eligibility:

To be eligible for this special certificate, a full-time Illinois law enforcement officer must have been actively employed in a law enforcement position within the state for at least three years (five years for part-time officers) before enrolling in the course or requesting a waiver. Each such officer must also be of sound character, free of disciplinary concerns, and open to working with minors.

Course Completion:

An agency seeking to appoint an SRO must enroll the officer in a course which meets all of the requirements in the proceeding pages. This course must consist of the three primary components addressed in the curriculum: Juvenile Law, Officer and Youth Interactions, and School Threat Response. The course must be conducted over consecutive days and must be attended in person. While 10% of the class may be missed due an excused absence, all attendees must complete the conclusory exam or evaluation. The material in the following curriculum is intended to be base requirement for any facilitator or trainer seeks to conduct a Board approved course. If, after review, the Board finds that an instructor's submission meets the performance objectives defined here, the course will be approved for SRO certification. Nevertheless, the format and sequence need not be identical to the structure contained here. Two examples of an acceptable course matrix are provided on the subsequent pages.

Course Waiver:

An agency that seeks to appoint an SRO who has had previous training in the specified areas, may request a training waiver. The primary consideration of such a request will be the previous completion of a Juvenile Officer Course, an SRO related course (NASRO), and an Active Threat Response Course. These courses must have been completed within five years of the date the request is made. In certain circumstances, conditional waivers may be issued in which the Board requires one or more additional courses to be completed before the waiver is technically granted.

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

Certificate Renewal:

An SRO certificate issued by the Board shall be valid for two years from the date of issuance. Upon expiration, an agency may seek to renew an officer's certification by filing the applicable documentation with the Board. Before any renewal will be issued, evidence must be presented that the subject officer has completed additional in-service courses in the requisite topic areas.

Continuing Education Requirement:

There shall be a continuing educational requirement for those holding a specialty SRO certificate. Within the two-year period after issuance, each SRO must complete as least one course within the three general topic areas: Juvenile Law, Officer and Youth Interactions and School Threat Response. Before January 2021, the Board shall provide a list of approved courses that meet these specific requirements. No renewal will be issued until evidence of completion of these requirements is presented to the Board.

Memorandum of Understanding:

While the many unique differences that exist between school districts and law enforcement agencies prohibits the Board from issuing any standard form of an SRO Memorandum of Understanding, we note that several key issues should be addressed in the course of drafting these agreements. These include:

- A clearly defined set of goals for the program;
- Background requirements or suggested expertise for employing law enforcement in the school setting, including an understanding of child and adolescent development;
- Professional development requirements for the SRO, including training requirements that focus on age-appropriate practices for conflict resolution and developmentally informed de-escalation and crisis intervention methods;
- Clearly defined roles, responsibilities, expectations and directive control of the parties involved, including school resource officers, other law enforcement personnel, school administrators, staff, and teachers;
- A protocol for how suspected criminal activity versus school discipline is to be handled;
- The requirement for coordinated crisis planning and updating of school crisis plans; and

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

- Any other discretionary items determined by the parties to foster a School Resource Officer program that builds positive relationships between law enforcement, school staff, and the students, promotes a safe and positive learning environment, and decreases the number of youth formally referred to the juvenile justice system.

Review & Revision

In accordance with Board practices, the Board reserves the right to periodically review, revise and update this policy and the corresponding course curriculum as needed.

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

SRO Course Matrix – Example A

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:15 General Introduction	8:00 – 9:45 Interrogating Juvenile Suspects	8:00 – 9:00 School Law	8:00 – 9:45 Overview of Criminal Activity in Schools	8:00 – 8:30 Introduction to School Threat Response and Review of Case Studies
8:15 – 9:00 Introduction to Juvenile Law and the Juvenile Court Act		9:00 – 9:45 Adolescent Development and the Teen Brain		8:30 – 9:00 Role of SRO During a Threat
9:00 – 9:45 The Juvenile Officer				9:00 – 9:30 Recognizing an Active Threat
9:45 – 10:00 Break	9:45-10:00 Break	9:45 -10:00 Break	9:45 – 10:00 Break	9:30 – 9:45 Break
10:00 – Noon Overview of Juvenile Considerations	10:00 – 11:15 Interviewing Juvenile Witnesses	10:00 – 11:00 Adolescent Development and Teen Brain (cont.)	10:00 – 10:30 Overview of Criminal Activity in Schools (cont.)	9:45 – 11:30 Tactical maneuvering on School Grounds including solo/group responses, clearing classrooms and response to the threat
	11:15 – Noon Rights of Parents	11:00 – Noon Student Communication	10:30 – Noon Law Enforcement Action in Schools	11:30 – Noon Post-Event Considerations
Noon – 1:00 Lunch	Noon – 1:00 Lunch	Noon – 1:00 Lunch	Noon – 1:00 Lunch	Noon – 1:00 Lunch
1:00 – 2:30 Due Process for Juveniles	1:00 – 1:30 Introduction to the School Resource Officer	1:00 – 1:30 Student Communication (cont.)	1:00 – 1:30 Law Enforcement Action in Schools (cont.)	1:00 – 3:00 Threat Response Scenario Trainings
	1:30 – 2:15 Roles of the SRO	1:30 -2:15 Developing Relationships with Diverse Students	1:30 -2:30 Ethical Concerns	3:00 – 3:45 Evaluation
2:30-2:45 Break	2:15-2:30 Break	2:15 – 2:30 Break	2:30 – 2:45 Break	3:45 – 4:00 Conclusion
2:45 – 4:00 Detention of Juveniles	2:30 – 4:00 School Structure and Hierarchy	2:30 – 4:00 Understanding Special Youth Considerations and Disabilities	2:45 – 4:00 School Safety and Design	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

SRO Course Matrix – Example B

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:30 Introduction	8:00 – 8:15 Questions from Previous Day	8:00 – 8:15 Questions from Pervious Day	8:00 – 8:15 Questions from Pervious Day	8:00 – 8:30 <u>Introduction to School Threat Response</u>
8:30 – 9:30 <u>Overview History of Juvenile Justice in Illinois</u>	8:15 – 9:15 <u>Detention of Juveniles</u> Detainment Laws Length of time Rights During Detainment Scope of Interrogation	8:15 – 9:15 <u>Role of SRO</u> Specific Roles to Be Expected Difference From Non-SRO Police Appropriate Police Performance in School Setting	8:15 -9:15 <u>Adolescent Development</u> Brain Function Stages of Maturity Group Dynamics Bullying Violence/ Reclusiveness Male vs Female Violence	8:30 – 9:00 <u>Role of SRO - During a Threat</u>
9:45 – 11:00 <u>Juvenile Court Act</u> Introduction History	9:30 – 10:45 <u>Interrogating Juveniles</u> Setting People present Admissions	9:30 – 10:45 <u>Understanding School Hierarchy</u> Emphasis on Decision Making Process	9:30 – 10:45 <u>Communication</u> Verbal/Non Social Media Cultural Issues	9:00 – 9:45 <u>Recognizing an Active Threat</u>
Noon – 1:00 Lunch	11:00 – 11:30 <u>Role Play of Previous Learning Block</u>	11:00 – 12:00 <u>Interaction With School Staff</u> Clarification of Roles	11:00 – 12:00 <u>Developing Relationships</u> Maintaining Appropriate Boundaries Cultural Considerations Criminal Activity	9:45 – 11:30 <u>Tactical maneuvering on School Grounds</u> Solo vs. Group Clearing Rooms Threat Response
1:00 – 2:30 <u>Juvenile Court Act</u> <u>Overview</u> Requirements & Protections for Juveniles	11:30 – 12:00 <u>Parents Rights</u>	12:00 1:00 Lunch	12:00 – 1:00 Lunch	11:30 – 12:00 <u>Post-Event Considerations</u>
2:45 – 3:45 <u>Due Process</u> Charging, Rights, Role of Parents	12:00 – 1:00 Lunch	1:00 – 2:30 <u>School Law</u> Search & Seizure Role of Principal Role of School Board Arrest of Student Arrest of Staff Parent Interactions	1:00 – 2:30 <u>Special Populations & Special Needs</u> Victims/LGBTQ Mental Illness Autism Being Bullied	12:00 – 1:00 Lunch
3:45 – 4:00 Review and Evaluation	1:00 – 2:00 <u>Overview of SRO</u> Duties, Training, Agency Designation	2:45 – 3:45 <u>Role of Counselors</u> Role of Social Worker When to Make Clinical Referral	2:45 – 3:45 <u>Ethics</u> Unique Position Relationships Confidentiality Reporting Concerns	1:00 – 3:00 <u>Threat Response Scenario Trainings</u>
	2:15- 3:15 <u>Role of SRO</u> Overview of General Duties Shift from Traditional Policing Paradigm Shift			3:00 – 3:45 Review and Evaluation and
	3:30 – 4:00 Review and Evaluation	3:45 – 4:00 Review and Evaluation	3:45 – 4:00 Review and Evaluation	3:45 – 4:00 Conclusion

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

SRO Course – Blocks of Instruction

PHASE	General Introduction
SECTION	
OBJECTIVE	To provide officers with an overview of the School Resource Officer position, the duties to be performed, and the differences in approach and analysis required in the school setting compared to general patrol.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - History of School Resource Officers - Expectations from School Administration - Expectations from Students - Expectations from Parents - The need to understand basic principles of the Illinois Juvenile Court Act, interactive techniques with school aged children, and tactics for responding to a threat.
INSTRUCTOR QUALIFICATIONS	An active or retired law enforcement officer with extensive experience serving as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	A – Introduction
OBJECTIVE	To provide officers with an overview of the Juvenile Court Act and other legal protections enacted to prevent harm to minors within the criminal justice system.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - History of juvenile justice in Illinois - Review of major cases - Highlight the need for special considerations afforded to juveniles within the criminal justice system
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer, - An licensed Illinois attorney with extensive experience representing or working with juveniles, or - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	B - Juvenile Court Act
OBJECTIVE	To provide officers with an understanding of the Illinois Juvenile Court Act, its requirements, and protections when addressing minors who are suspects, witnesses, or victims of crime.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Review specific sections that contain requirements for law enforcement procedures - Explain how these requirements serve the unique interests of juveniles as compared to general offenders - Introduce resources available locally or statewide to assist when addressing juveniles within the justice system
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer, - An licensed Illinois attorney with extensive experience representing or working with juveniles, or - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	C - The Juvenile Officer
OBJECTIVE	To inform officers as to the role of juvenile officers and how someone is designated to fulfill such role.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - The unique role served by a Juvenile Officers - How Juvenile Officers respond differently than other law enforcement officers - The process of how an agency designates Juvenile Officers - Basic training requirements for those designated as a Juvenile Officers - Advanced training opportunities for Juvenile Officers
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer,
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	D - Overview of Special Juvenile Considerations
OBJECTIVE	To inform officers of common complications experienced by minors, recognizing the signs of such hardships and an overview of proper response techniques within the criminal justice community.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - The effects of the following within the juvenile justice system: <ul style="list-style-type: none"> - Autism - Learning Disabilities - Cultural Complications - Drug use - Gang involvement - Parent complications
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	This section is intended to provide a general overview of how these complications are displayed and observed within the criminal justice system. Their role within the school setting will be addressed later.

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	E - Due Process for Juveniles
OBJECTIVE	To provide an overview of the juvenile court system and explain the differences it has from the traditional court process.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - An overview of how juveniles are criminally charged - Rights of the accused within the juvenile justice system - Rights of victims within the juvenile justice system - Explain the role of parents / guardians / school staff within the juvenile justice system - Provide an overview of preliminary hearings, evidentiary review, and trials in the juvenile justice system - Review the process for access to witnesses and evidence in juvenile cases
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An licensed Illinois attorney with extensive experience representing or working with juveniles, and - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	Prefer team instruction

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	F - Detention of Juveniles
OBJECTIVE	To inform officers of the special requirements of the Juvenile Court Act regarding the detention of minors.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address where minors can be detained - Review laws governing length of time for juvenile detention - Address recognizing special considerations upon intake and the need to secure special services - Explain general rights of juveniles during detention
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer, - An licensed Illinois attorney with extensive experience representing or working with juveniles, or - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
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*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	G - Interrogating Juvenile Suspects
OBJECTIVE	To inform officers of the special requirements of the Juvenile Court Act when questioning and interrogating minors suspected of committing a crime.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the reasons why juvenile interrogations must be given special consideration including <i>in loco parentis</i> issues - Explain who must be present when juveniles are interrogated - Address the scope of the questioning and considerations for the setting for any interrogation - Identify when to incorporate trauma-informed questioning methods
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as Juvenile Officer and as a School Resource Officer, and - An licensed Illinois attorney with extensive experience representing or working with juveniles
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*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	H - Interviewing Juvenile Witnesses
OBJECTIVE	To inform officers of the requirements of the Juvenile Court Act regarding interactions with minors who may be victims or witnesses of a crime.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the setting for such interrogations - Discuss who must be present during any questioning - Explain how to address any admissions to wrongdoing in the course of witness/victim questioning - Address available support services from third-party providers - Identify when to incorporate trauma-informed questioning methods
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer, or - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	Prefer team instruction

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	I – Juvenile Law
SECTION	I - Rights of Parents
OBJECTIVE	To inform officers of parental rights that may be at issue when addressing minors within the juvenile justice system.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the following rights of juveniles within the juvenile justice system: <ul style="list-style-type: none"> - Right to be present with minor child - Right to access minors in detention - Right to provide for an accused minor - Right to secure support services on behalf of a child - Address how to explain these rights to parents
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a Juvenile Officer and as a School Resource Officer, or - A licensed social worker or clinician with extensive experience serving the needs of juveniles within the juvenile justice system
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	A – Introduction
OBJECTIVE	To provide officers with an overview of their role within a school setting, the types of behaviors they will likely encounter, and tactics for identifying and responding to criminal activity, emergencies, and threats.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Provide an overview of what daily life will be like - Explain the shift from traditional policing mentality - Explain how to prepare for assuming new roles and duties while maintaining general law enforcement requirements - Explain the benefits of developing a mentor relationship with an experienced SRO and the role of SRO support organizations
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	B - Roles of the SRO
OBJECTIVE	To provide an overview of the different roles that an SRO will be asked to perform within a school setting – emphasizing differences from standard police functions.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain the following roles that an SRO is generally expected to perform: <ul style="list-style-type: none"> - Counselor - Enforcer - Confidant - Mentor - Administrator
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	C - School Structure / Hierarchy
OBJECTIVE	To provide an overview of how schools are structured and operated with an emphasis on the decision making process and the different roles of staff.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain the role of the Memorandum of Understanding that establishes the relationship between the school and law enforcement agency - Address the need to be familiar with and understand the unique elements of your own MOU - Explain the role of the following individuals and ways to strengthen an SRO's relationship with each: <ul style="list-style-type: none"> - School Board - Superintendent - Principals - Teachers - Admin Staff
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	D – School Law
OBJECTIVE	To provide officers with an overview of the legalities governing school operation, attendance, and discipline, including provisions of conducting searches and criminal investigations of students and staff.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the special nuances of search and seizure within a school setting - Provide an overview of the school disciplinary process - Explain the roles of Principal, Staff and others in the course of addressing criminal suspicions - Address the process and complications regarding the arrest of a student - Address the process of arresting a staff member - Provide an overview of allowable parent interactions on school grounds in the wake of criminal suspicions
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer, or - An licensed Illinois attorney with extensive experience working in school law
NOTES	Prefer team instruction

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	E - Adolescent Development / Teen Brain
OBJECTIVE	To inform officers of the various stages of development that minors experience from age 10 through 18
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain the process that an adolescent proceeds through various stages of maturity - Address an adolescents general progression of interests and behavioral norms - Provide an overview of general group dynamics performed by adolescents - Explain common adolescent Interactions with peers including bullying, violent outbursts, reclusive behavior, etc.
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - A licensed social worker or clinician with extensive experience and a strong background in childhood and adolescent disorders.
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	F – Communication
OBJECTIVE	To instruct officers to recognize different levels of communication among developing minors and provide officers with communication skills that allow them to best listen and respond.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address general verbal and non-verbal patterns predominately utilized by adolescents - Explain the differences in age appropriate communication and responses - Address the role of social media as a form of communication the unique complications that arise from its use - Provide an overview of general de-escalation communication techniques
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - A licensed social worker or clinician with extensive experience and a strong background in childhood and adolescent disorders.
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	G – Developing Relationships among diverse students
OBJECTIVE	To inform officers of the various factors of diversity that exist within the school setting, how to recognize cultural sensitivities, and respond with respect understanding.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain how the following characteristics effect adolescent relationships and behaviors within the school system: <ul style="list-style-type: none"> - Race - Gender - LGBTQ - Socio-Economic differences - Address techniques for becoming an “ally” of students who experience hardship because of these characteristics, including the ability to direct students to the proper support outlets
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer, and - A licensed social worker or clinician with extensive experience and a strong background in childhood and adolescent disorders.
NOTES	Prefer team instruction

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	H – Special Considerations and Disabilities
OBJECTIVE	To provide officers with an overview of the various hardships that factor into each students' behavioral patterns, learning abilities, and general interactions within a school setting.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the following disabilities and hardships and explain how they affect communication, behavior, and learning abilities within the school setting: <ul style="list-style-type: none"> - Learning Disabilities - Autism - Family Hardships - Victims of Violence - Sex Trafficking - Mental Health
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - A licensed social worker or clinician with extensive experience and a strong background in childhood and adolescent disorders.
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	I - Criminal Activity
OBJECTIVE	To inform officers of the common forms of criminal activity that occur within the school setting and how they differ from what is observed in general public.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain how the following criminal activities are commonly exhibited within the school setting: <ul style="list-style-type: none"> - Drug Use - Gangs - Violence - Personal threats made among students - Recognizing general threats raised by and among students
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	Consider adding a gang specialist to assist with this instruction

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	J - Law Enforcement Actions in School
OBJECTIVE	To provide officers with tactics for responding to allegations of criminal activity raised by school staff or other students, including provisions on searching and interrogating minors.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address how the following law enforcement actions can be taken within the school setting and highlight the concerns and differences that must be taken into consideration from general street patrol: <ul style="list-style-type: none"> - Searches - Arrests - Interrogations in School - Communication with Parents - Communication with Others: Therapists, School Staff - Address opportunities for employing de-escalation tactics - Identify when to incorporate trauma-informed questioning methods
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer, or - An licensed Illinois attorney with extensive experience representing or working with juveniles
NOTES	Consider incorporating an overview of the CIT program here

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	K - Ethical Concerns
OBJECTIVE	To inform officers of the unique ethical conflicts that may arise while serving as an SRO and how to address or discuss them with appropriate parties.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain the complications that arise from developing relationships with students and provide tools for avoiding complications - Discuss the prohibitions on the sharing of records and sensitive information - Discuss the role and appropriate use of social media by students, staff and the SRO - Explain how to report ethical concerns to the proper oversight body and provide resources for discussing ethical concerns with others - Address special circumstances when ethical concerns must be raised to the proper authorities (physical assault, sexual abuse, etc.).
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	II – Officer and Youth Interactions
SECTION	L - School Design and Safety
OBJECTIVE	To provide officers with an overview of how school design and structural components can contribute to or deter criminal activity within a school, including a review of modern features and modifications that enhance safety within the classroom.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the need to develop an Emergency Action Plan with appropriate staff and community service providers - Provide an overview of general Crime Prevention through Environmental Design principles and provide resources for further information on this subject. - Explain the need to be thoroughly familiar with the school facilities including all points of entry and the location of hazardous materials - Discuss options for safely securing firearms and other tactical equipment within the school facility so that they can be accessed easily if needed but remain out of reach for students and other unauthorized personnel
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	A – Introduction
OBJECTIVE	To provide an overview of common safety threats within the school setting, particularly active shooter situations and the need to protect students from harm.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Provide a general overview of the duties of an SRO to protect the public - Address special duties related to those protections within schools and effecting students and staff - Explain how the response to a school situation is different form other public areas
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	B – Case Studies
OBJECTIVE	To review previous incidents of school safety threats and establish commonalities and trends regarding causes and responses which now lead to best practices.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address the history of public violence and the significance of the following: <ul style="list-style-type: none"> - Columbine - Virginia Tech / NIU - Parkland, FL - Dixon, IL
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	C - Role of SRO during a threat
OBJECTIVE	To inform officers of their special role as an SRO when responding to active threats, including the need to perform several roles simultaneously.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Address how the following roles change when responding to a threat: <ul style="list-style-type: none"> - Protector - Investigator: Quick Decisions - Tactical leader - Counselor
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	D- Recognizing an Active threat
OBJECTIVE	To inform officers of signs that maybe exhibited before a threat is executed, to identify when a threat has been initiated and is in progress, and to know when to execute a plan of action in response.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Knowing where threats are likely to initiate or be conducted - Explain tactics for maintaining an awareness of potential threats - Discuss recognizing when (and not when) an emergency is actually a threat - Explain how to identify the source of commotion
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer, or - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	E- Tactical Maneuvering on School Grounds
OBJECTIVE	To inform officers of techniques and best practices when responding to an active threat within a school.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Provide an overview of general response tactics within a school setting when responding to a threat or active shooter - Discuss the benefits of maintaining a 360-degree view - Discuss best-practices and tactics for traversing corners and T-intersections, ascending/ descending stairs, and opening opposing doors
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	F - Solo vs Group Response Tactics
OBJECTIVE	To inform officers of tactical response options and techniques that are available when responding alone, as opposed to those available in the course of a group response.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Provide a brief overview of solo and group responses to a school threat, including the focus on scanning versus checking - Explain the primary differences in communication and tactical responses - Address the different tools, weapons, and resources that are available in solo and group responses
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	G - Clearing of School Classrooms
OBJECTIVE	To inform officers how to best check classrooms during an active threat, including methods to calm students and staff while maintaining their security.
POINTS OF INSTRUCTION	<ul style="list-style-type: none">- Discuss tactics for entering classrooms- Explain when to break a locked classroom door and the necessary precautions to take in the process- Discuss communication options for conveying secured room information to other responders
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none">- An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	H - Identification and Response to Threat
OBJECTIVE	To provide officers with skills and tactics for best engaging with the source of a school based threat.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Discuss when and how to engage in communication with the threat initiator - Explain how to securing and alleviate the source of a threat - Discuss special considerations when using a firearm within a school setting, including shoot, don't shoot scenarios - Address special concerns to be addressed when responding to a bomb threat or other potential explosion
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	I – Post-Event
OBJECTIVE	To provide officers with an overview of items to consider after a school based threat has been alleviated.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Discuss Post-Eradication Clearing including: Communication priorities (principal, chief, superintendent, etc.), Coordination with school staff, and Coordination with other authorities - Discuss Post-Event Scene Security, including coordination with other LEOs/ Security officers - Discuss Post-Event Triage and Medical Assistance including where medical treatments may be delivered and how to limit entry for specific personnel
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience as a School Resource Officer, or - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	III – School Threat Response
SECTION	J – Scenario Trainings
OBJECTIVE	To provide officers with practical examples of simulated school threat situations, opportunities to practice exercising newly learned skills, and professional feedback and critique of each officers’ performance.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Explain the benefits of participating in scenario-based trainings - Provide opportunities for each officer to examine situational circumstances and offer suggested responses - Facilitate group discussion of good and bad options in each scenario - Provide constructive criticism to each officer with the purpose of improving understanding and developing stronger skills in the area of active threat response
INSTRUCTOR QUALIFICATIONS	<ul style="list-style-type: none"> - An active or retired law enforcement officer with extensive experience in tactical response and threat assessment
NOTES	

*Illinois Law Enforcement Training & Standards Board – School Resource Officer
Program Policies & 40-Hour Curriculum – December 2019*

PHASE	CONCLUSION
SECTION	
OBJECTIVE	To evaluate the participating officers' understanding of the core concepts and ability to apply the subject skills and tactics as required.
POINTS OF INSTRUCTION	<ul style="list-style-type: none"> - Course facilitator / instructor may initiate an assessment of their choice to allow attendees to demonstrate retention and proficiency of the instructed material. - These may include written examinations, role play exercises, other methods, or any combination thereof that satisfies the instructors assessment of understanding
INSTRUCTOR QUALIFICATIONS	
NOTES	