

Peace Officer Mandated Learning Objectives for School Resource Officer Training

In 2024 the Minnesota Legislature Passed statute 626.8482 School Resource Officers that required several actions from POST:

- One component of the statute required by September 1, 2025,
 - A peace officer assigned to serve as a School Resource Officer must complete a training course that provides instructing on the learning objectives identified in the listed statute prior to assuming the duties of a School Resource Officer.
 - A peace officer who has completed either the School Safety Center’s Standardized Basic School Resource Officer Training or the NASRO Basic School Resource Officer course prior to June 1, 2025, must complete the mandated training before June 1, 2027.
 - A peace officer covered under this paragraph may complete a supplemental training course approved by the board to satisfy the requirement. For each School Resource Officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under the statute.
- By January 15, 2025, the Board of Peace Officer Standards and Training in consultation with the Department of Public Safety’s School Safety Center shall prepare learning objectives for training courses to instruct peace officers serving as School Resource Officer, at a minimum, the learning objectives must ensure officers receive training on the 14 required objectives. Listed below are the proposed learning objectives developed by staff from the POST Board and School Safety Center:

SRO LEARNING OBJECTIVES

1. Demonstrate understanding of the juvenile justice system by:

- A. Reviewing history and formation of the juvenile justice system.
- B. Understand differences between adult and juvenile legal processes.
- C. Reviewing juvenile case law specific to school resource officers.
- D. Understanding alternatives to juvenile justice system referrals.

2. Demonstrate understanding of legal standards for peace officers to use force to detain or arrest students in schools by:

- A. Review Use of Force Legal standards for peace officers under MN State Statute 609.06, 609.066, and 626.8475.
- B. Review of legal standards to detain or arrest juveniles under MN State Statute 260B.175.

3. Demonstrate understanding of legal standards for school employees and contractors to use force to detain, discipline, and arrest students in school by:

- A. Review Use of Force Legal standards for school employees and contractors under MN State Statute 121A.58 and 121A.582.

- 4. Identify de-escalation techniques and use of least restrictive physical intervention strategies for handling conflicts in schools to include:**
 - A. Discuss Verbal and non-verbal communication techniques that diffuse tension and reduce emotional intensity (i.e. rapport building, active listening, body language, voice).
 - B. Discuss social implications and special considerations for developmentally appropriate use of force.
 - C. Behavioral and logistical de-escalation strategies, (i.e., use of space, sensory distractions).
- 5. Identify strategies for responding to persons experiencing a mental health crisis in a school setting, with an emphasis placed on juveniles to include:**
 - A. Awareness of common mental health crises in a school setting.
 - B. Identify verbal and non-verbal communication techniques that diffuse tension and reduce emotional intensity (i.e. rapport building, active listening, body language, voice).
 - C. Behavioral and logistical de-escalation strategies, (i.e., use of space, sensory distractions).
 - D. Identify and collaborate with school-based intervention services.
 - G. Review legal standards for emergency admission per MN Statute 253B.051.
- 6. Demonstrate an understanding of working with students with disabilities and students receiving special education services:**
 - A. Awareness of common educational, physical, and mental health disabilities in school settings.
 - B. Summarize special education services, processes, and classifications.
- 7. Demonstrate an understanding of juvenile brain development, including limitations on impulse control by:**
 - A. Summarize stages of brain development during childhood and adolescence.
 - B. Identify areas of the brain responsible for decision making and impulse control.
- 8. Demonstrate understanding of the impact of childhood trauma on juvenile behavior by:**
 - A. Discuss types of childhood trauma (i.e.: physical, emotional, neglect and sexual abuse).
 - B. Explain the impacts of childhood trauma on brain development, mental and physical health, and social-emotional wellbeing.
 - C. Recognize manifestations of childhood trauma in school settings.
- 9. Identify strategies for responding to threats of violence against students and schools:**
 - A. Discuss threat data, trends, and commonalities.
 - B. Review best practices and strategies for evaluating threats of violence against persons and educational facilities.
 - C. Familiarization of school-based emergency operation plans.

D. Discussion of prevention and management strategies in school and community settings.

10. Identify strategies for detecting juvenile exploitation by:

A. Identify common indicators of exploitation and the methods used for recruitment.

B. Identify support services specific to exploited youth.

11. Legal standards for investigating crimes committed in schools, including student and parental rights by:

A. Review of case law specific to crimes committed on school property.

B. Review investigative procedures established by state and federal laws (i.e. as Miranda interviews and the Federal Juvenile Delinquency Act).

12. Identifying vulnerabilities in school facilities and safety protocols by:

A. Understanding of school emergency operations plans, policies, and procedures.

B. Reviewing strategies for conducting site assessments and evaluating safety protocols.

13. Demonstrate understanding of mandated safety drills and best practices in conducting safety drills by:

A. Review mandated student safety drills per MN State Statute 121A.038.

B. Discuss best practices for conducting school safety drills.

14. Demonstrate understanding of the topics identified in section 626.8469, subdivision 1, as they pertain to juveniles or students to include:

A. Review of MN Statute 626.8469 subdivision 1 topics and its application in the school setting.