



# Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200, Saint Paul, MN 55104  
Main: (651) 643-3060 | [www.mn.gov/post/](http://www.mn.gov/post/)

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## AGENDA ITEM 2

### TRAINING COMMITTEE MEETING AGENDA

November 14, 2024

1:00 p.m.

1. Call to order
2. Approval of the Agenda **ACTION**
3. Approval of the July 11, 2024 Training Committee meeting minutes (Attachment) **ACTION**
4. SRO learning objectives (Attachment) **DISCUSSION**
5. Pre-service changes **DISCUSSION**
6. PPOE interim coordinator, Alexandria Technical College (Attachment)
7. Adjournment



# Board of Peace Officer Standards and Training

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## Training Committee Meeting Minutes

**AGENDA ITEM 3**

July 11, 2024

10:00 a.m.

*This was a hybrid meeting held at the POST Board office*

### Members Present:

Chair Tanya Gladney  
Jennifer Foster  
Scott Nadeau for Andrew Evans  
Shawn Williams  
Shelly Schaefer  
Troy Wolbersen

### Staff Present:

Alicia Popowski  
Erik Misselt  
Robert Skoro  
Shari Bartness

### Others Present:

Callie Hargett, MN Youth Justice Office  
Steve Anjewierden, Consultant for MN Youth Justice Office

1. **Call to order:** Chair Gladney called the meeting to order on July 11, 2024 at 10:02 a.m.
2. **Approval of the agenda:** Chair Gladney asked for a motion to approve the agenda.
  - **Motion:** Ms. Foster made a motion to approve the agenda. Dr. Schaefer seconded the motion. The agenda was approved via unanimous voice vote.
3. **Approval of the revised September 7, 2023 Training Committee meeting minutes:** Chair Gladney asked for a motion to approve the September 7, 2023 meeting minutes.
  - **Motion:** Ms. Foster made a motion to approve the meeting minutes. Dr. Schaefer seconded the motion. The minutes were approved via unanimous voice vote.
4. **Approval of the October 19, 2023 Training Committee meeting minutes:** Chair Gladney asked for a motion to approve the October 19, 2023 meeting minutes.
  - **Motion:** Ms. Foster made a motion to approve the meeting minutes. Dr. Schaefer seconded the motion. The minutes were approved via unanimous voice vote.

5. **Training Committee chair term renewal:** Chair Gladney announced her term has been renewed until 2028.
6. **Recommendations by the MN Youth Justice Office:** Chair Gladney introduced Director Callie Hargett from the MN Youth Justice Office. Ms. Hargett provided a presentation on her department's staff and functions:

**Guiding Principles:**

- Public health lens
- Skill development
- Restorative & cultural practices
- Guided by those impacted
- Rehabilitation & support
- Accountability
- Family engagement

**Primary Functions:**

- Compliance monitoring
- Disparities reduction
- Mental health service access
- Support families impacted by incarceration
- Distribute grant funding
- Staff support to Juvenile Justice Advisory Committee (JJAC)

Ms. Hargett invited Steve Anjewierden, a consultant for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to speak. Mr. Anjewierden provided a summary of his work experience and spoke about two recommendations:

**Current:**

2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.

**Recommendation:**

2.7.1 The role of juvenile court; explain the critical distinction between adult court and juvenile court.

Discussion ensued.

- **Motion:** Dr. Schaefer made a motion to approve the revision to 2.7.1 to read "Explain the history, philosophy and critical distinction behind an independent juvenile justice system, including adolescent brain development and trauma." Ms. Foster seconded the motion. Motion passed via unanimous voice vote.

Mr. Nadeau asked Ms. Haggert if she would be able to provide a 1-page handout for the pre-service educators so they can be compliant with this new learning standard. Ms. Haggert spoke about having a flyer that is ready for distribution.

**Current:**

2.7.3 Explain the key elements of the juvenile justice system including:

- the levels of juvenile offenses,
- criminal conviction versus adjudicated delinquent, and adult versus juvenile offense charges,
- the juvenile court system and dispositions available to youthful offenders, and
- the impact of juvenile case law on peace officers including: In Re Gault, In Re Winship, McKiever vs. Pennsylvania, Fare vs. Michael C., and New Jersey vs. T.L.O.

**Recommendation (to insert in this area):**

2.7.3 Appropriate use of police discretion and referrals to diversion.

Discussion ensued.

- **Motion:** Ms. Foster made a motion to add language in 2.7.3 as 3<sup>rd</sup> dash to read “Diversion programs.” Dr. Schaefer seconded the motion. Motion passed via unanimous voice vote.
7. **Learning objectives final draft for approval:** Mr. Skoro spoke about the final draft will be presented at the next Board meeting. Chair Gladney advised to revise Section 1 from 1.2.1 to 1.1.2. Dr. Schaefer advised that the section references such as 3.14.1 need to be updated to the new sections of 3.13.1, etc.
- **Motion:** Chair Gladney made a motion to approve the updated draft of the learning objectives pending the changes to the juvenile justice section. Ms. Foster seconded the motion. Motion passed via unanimous voice vote.
8. **Rules discussion on PPOE:** Mr. Skoro spoke about the Advisory Rules Committee is currently discussing pre-service education and recommendations are being submitted to the Rules Committee for them to review. He referenced that they can be found on the MN POST Board website under current rulemaking.
9. **Adjournment:** Meeting adjourned at 11:17 a.m.



## Basic School Resource Officer Course Outline and Objectives

**Course Length:** 40 hours

**Intended Audience:** School resource officers, other law enforcement officers or school safety professionals responsible for school safety and/or who work in the school environment, and school administrators and education professionals dedicated to school safety.

**Course Description:**

The NASRO Basic School Resource Officer (SRO) Course is designed to enhance participants' knowledge of the functions of the school resource officer and increase their understanding of how school resource officers can effectively fulfill their role in the school setting. The purpose of this course is to equip participants with the knowledge and tools to skillfully serve their school communities.

The Basic SRO Course explains the NASRO Triad Model of school-based policing, which sets forth that school-based law enforcement officers fulfill three distinct, but interrelated roles – law enforcement officer, informal counselor/mentor, and public safety educator. Through this course, participants will gain a solid understanding of the responsibilities associated with each of these functions and learn the importance of implementing the principles of each role to enhance school safety.

Attendees will gain insights into how to establish a collaborative partnership with school administrators and other school staff. Elements foundational to successful SRO programs, such as the necessity of an inter-agency memorandum of understanding, the careful selection and specific training of SROs, and properly equipping SROs, are discussed. Instructional blocks on ethics and school law will instill an awareness of current education-related law and train participants to discern and apply ethical and legal courses of action in their work.

This course shares how enforcing the law and assuring public safety with children and inside the school environment differs from doing so with adults and in the greater community. Instruction on adolescent brain development, establishing and maintaining successful relationships with diverse students, trauma-informed practices, and supporting students with disabilities will equip participants to develop and maintain positive relationships with all students, staff, and parents.

Participants will be provided with information about various public safety issues relevant to school-age children and teens, including adolescent mental health, digital culture and safety, human trafficking, substance abuse, and suicide. It is essential that SROs have current knowledge about, and best practices for, addressing these concerns through preventive education and individualized support provided to students with concerning behaviors or signs. Awareness and understanding will prepare SROs to collaborate with school administrators, teachers, and mental health staff to identify and help students in need and improve student

safety. Instruction on a variety of instructional techniques, as well as classroom management tools, is also included to assist SROs to capably provide public safety education.

Additionally, modules covering responses to safety-related concerns, which include behavioral threat assessment, armed assailant response, de-escalation, and emergency operations planning will furnish participants with an understanding of critically important strategies for planning, preventing, and responding to serious and potentially life-threatening situations that arise in school environments.

Upon completion of this course, school resource officers will possess an effectual understanding of the role of the SRO and operational knowledge to carry out their responsibilities to foster school safety. Likewise, school administrators and professionals will gain better understanding of the role of the SRO and how the SRO can best work with school staff to foster school safety.

**Course Overview:** NASRO's Basic Course is designed to meet the needs of SROs working in schools and all school related events. While the course is developed and presented for law enforcement professionals, anyone working with youth today will benefit from the 40 hours of hands-on, scientifically proven, and relevant information provided to promote and foster school safety.

**Course Goals:**

- Apply the SRO TRIAD model to all aspects of the SRO assignment.
- Demonstrate positive and professional behavior while interacting with all school stakeholders.
- Exercise proven best practices of planning, preventing, and responding to foster school safety .
- Acquire knowledge of educational terminology and its associated procedures and policies.

**Teaching Methodology/Course Format:** This course uses a combination of classroom instruction, interactive learning, PowerPoint presentations, videos, and practical scenarios. Students will be provided with a NASRO Basic Course Manual and access to website resources.

**Method of Evaluation:** Successful completion of the course includes a written examination designed to measure knowledge gained. Students must pass the examination with a score of 70% or higher in order to receive a NASRO certificate.

**Remediation Process:** Attendees scoring below 70% will be given 14 days to complete remediation. Remediation will consist of reviewing material missed on the written exam and providing the course instructor with at least one written paragraph on each incorrect test question. The instructor will review the response and assign a PASS/ NOT PASS for the participate and notify the NASRO office of the determination. No extensions will be given. It will be the responsibly of the attendee to ensure course credit is received within the 14-days.

**Attendance Policy:** Attendees will be allowed to miss no more than 10% of the total course time or a maximum of 4 hours. This requires pre-approval from the course instructor and must be an unavoidable absence (such as a court appearance).

## IADLEST Certification



The NASRO Basic 40- hour course has met the rigorous requirements to receive IADLEST (International Association of Directors of Law Enforcement Standards and Training) Certification. The IADLEST National Certification Program's mission is to "raise the bar" on law enforcement training throughout the U.S. by establishing baseline standards that will promote the development and delivery of training that is pertinent, well researched, and legally defensible. NASRO's Basic Course standards are designed to meet or exceed any individual state certification requirements. NASRO is the only Basic SRO program with this distinction ensuring the "Gold Standard" for training.

### Course Outline:

#### **Day One – Foundations of an Effective SRO Program**

##### **1. Foundations of School-Based Law Enforcement**

**Module Overview:** The Foundations of School-Based Law Enforcement module will present participants with the history and evolution of school-based policing. Over the decades, NASRO has observed, recognized, and supported SRO best practices that foster school safety.

**Learner Objectives:**

- Analyze the NASRO TRIAD model, debate its components, and present two actions for each TRIAD role applicable to one's SRO assignment.
- Apply class discussion of SRO Program Recommendations to one's SRO assignment with a focus on establishing or improving one's SRO assignment.

##### **2. The SRO as Informal Counselor/Mentor**

**Module Overview:** This module emphasizes why it is important to create and maintain positive and influential relationships with students. Informal counseling and mentoring strategies will be provided for the SRO to use in working with students. Understanding the Family Educational Rights and Privacy Act is necessary to protect student confidentiality and equips the SRO with appropriate student-related information. This module will arm the SRO with tools to develop connections with students, parents, school staff, and community stakeholders in the role of informal counselor.

**Learner Objectives:**

- Interpret FERPA to correctly apply the law in a school setting.
- Identify key communication skills to building relationships with students.
- Describe best practices and strategies that foster positive relationships with students.

##### **3: The SRO as Public Safety Educator**

**Module Overview:** Recognizing that SROs have varying public speaking responsibilities and opportunities, this module will equip participants with the skills needed to effectively present in the classroom and school community.

**Learner Objectives:**

- Incorporate visual, auditory, and kinesthetic strategies to enhance student learning.
- Identify appropriate public safety topics for lessons and presentations.
- Use lesson planning tools to build an appropriate presentation.
- Practice effective public speaking skills.

**Day Two – The SRO Difference****4: School Law**

**Module Overview:** While an officer is knowledgeable of individual, societal, and community laws, the SRO must become a specialist in school related law and a resource for educational stakeholders. The SRO will learn information regarding student behaviors, rights, and/or activities that will provide legal guidance when called upon to make daily decisions that positively affect school safety.

**Learner Objectives:**

- Review local, state, and federal student-related court cases and discuss rulings.
- Develop a list of cases that are applicable to the SRO's school that will serve as presentation topics for students, parents, and staff that promote school safety.
- Explain the correlation between landmark student-related court decisions and the responsibilities and involvement of the SRO and recognize potential liabilities.

**5: Adolescent Brain Development**

**Module Overview:** This module will focus on the adolescent brain and its differing stages of development. As previously discussed, building relationships with students is key to SRO success. Recognizing how brain development affects an adolescent's emotions, thinking, and social functioning, all of which play a vital role in an adolescent's behavior and decision-making process, will aid in explaining the "why they do what they do." Learning the stages of puberty and adolescent brain development and how they affect egocentrism, impulsivity, and risk taking will assist the SRO in mentoring and counseling students to foster school safety.

**Learner Objectives:**

- Identify and distinguish characteristics of puberty and adolescence as it relates to changing behaviors.
- Describe the connections between adolescent brain development and impulsivity, risk-taking, and egocentrism.
- Distinguish behaviors associated with the thinking brain and the feeling brain.
- Determine effective strategies for building positive relationships with adolescents.

**6: Ethics and the SRO**

**Module Overview:** The SRO position carries great responsibility and can be subject to intense public scrutiny. This module will provide guidance and increased awareness of ethical considerations to assist the SRO in fostering the trust of the school community and in enhancing school safety.

**Learner Objectives:**

- Identify and discuss the need for high ethical standards of the SRO.
- Compare the unique ethical considerations of the SRO to the non-school officer.
- Evaluate how discretion, foreseeability, and flexibility are central to guiding ethical behavior.

**Day Three – W.H.Y. (What’s Happening to our Youth)****7: Supporting Students with Disabilities**

**Module Overview:** The SRO will gain valuable information about students with disabilities, discuss behaviors often associated with specific disabilities, review legal obligations to educate students with a disability, and learn to apply proven, positive constructive strategies to mentor and counsel students with disabilities to build positive relationships.

**Learner Objectives:**

- Apply the terminology related to students with disabilities, IDEA, and Section 504 in their class discussions and activities.
- Compare the federally mandated discipline process and legal considerations for students with disabilities vs. non-disabled students.
- Identify the SRO’s role in positively mentoring students with disabilities.
- Discuss proactive responsive strategies and de-escalation techniques when supporting students with disabilities.

**8: Trauma-Informed Practices**

**Module Overview:** This module will detail how adverse childhood experiences can cause traumatic stress and it can inhibit a student’s learning and social adjustment. Using knowledge, empathy, and application of best practices in working with trauma-impacted students provide the SRO the opportunity to more effectively mentor and counsel these students.

**Learner Objectives:**

- Define three types of stress and describe how they impact behavior and brain development.
- Recognize outward signs of traumatic stress.
- Identify the correlation between Adverse Childhood Experiences (ACEs) and the role of the SRO as an informal counselor/mentor in managing challenging behavior.
- Analyze examples of challenging encounters with traumatized and victimized youth and propose best practices techniques in addressing behaviors.

**9: Human Trafficking: Protecting Our Students**

**Module Overview:** This module provides factual information about human trafficking and its traumatic effect on victims, signs a student may be being trafficked, and strategies for intervention and providing support. SROs must be able to recognize youth behaviors that may signify victimization to investigate and intervene. As public safety

educators, SROs should appropriately educate students, staff, and parents on this topic to aid in the prevention of human trafficking.

**Learner Objectives:**

- Define human trafficking and recognize emotional and physical signs, risk factors, and recruitment practices within the school community
- Educate students, staff, and the school community about relevant human trafficking facts and trends and how to report concerns
- Identify local/regional agencies to assist with education and prevention efforts, where concerns can be reported, and that offer victim support service

**10: Behavioral Health (Mental Health Suicide and Substance Abuse)**

**Module Overview:** The Behavioral Health module describes student behaviors associated with mental illness, suicidal ideation, and substance abuse. It is incumbent that SROs help to educate the school community about these concerns and be prepared to appropriately and proactively respond to students experiencing behavioral health issues. This module will enable the SRO to determine and employ proven best practices aligned with each role of the Triad Model to improve student safety.

**Learner Objectives:**

- Define mental health disorders and be able to identify students who may be struggling with mental health challenges.
- Recognize indicators of suicidal ideation and be able to help an actively suicidal student.
- Recognize signs of substance abuse.
- Review appropriate intervention strategies for students who are experiencing challenges with mental health, suicidality, and/or substance abuse issues.
- Discuss balancing the various SRO TRIAD roles regarding student behavioral health.

**11: NASRO Membership Benefits and Website Resources**

**Day Four – Response to Critical Incidents**

**12: Behavioral Threat Assessment**

**Module Overview:** Continuing the response to the WHY, this module will review school threats and violence over the past decades and recognize the important task of identifying factors that could prevent, lead to, or pose a serious threat to students, staff, and school safety. Focusing on the application of the TRIAD model, best practices for conducting a thorough and defensible behavioral threat assessment will be discussed. While most threats are low level only requiring school intervention, some may require immediate law enforcement response. Information learned, examples discussed, and models provided will prepare the SRO to make informed decisions regarding threats of varying degrees.

**Learner Objectives:**

- Define targeted violence and behavioral threat assessment
- Relate the principles of a behavioral threat assessment to ensure school safety
- Identify concerning student behavior that may trigger the need for an assessment
- Review varying threat assessments, assess varying levels of degree of concern for an assessment, and apply them to the threat assessment process.

- Apply the NASRO TRIAD to identify management strategies to mitigate risk of a threat.

### 13: Digital Threat Assessment

**Module Overview:** The skills required to accurately assess online worrisome/threat-related behavior are not always acquired through traditional behavioral threat assessment models. Digital Threat Assessment® (DTA) was developed by Safer Schools Together (SST) and the International Center for Digital Threat Assessment® (ICDTA) in response to the need for early identification and assessment of open-source digital leakage. The primary objective of DTA® training is to provide a deeper understanding of today's digital landscape, equip teams with tools for proactively identifying community safety issues, and offer strategies for assessing online data. DTA® will teach you how to gather digital data to inform your next steps and implement immediate risk-reducing interventions.

**Learner Objectives:**

- Explore the need for early identification and assessment of open-source digital leakage.
- Identify tools for proactively identifying safety concerns.
- Analyze strategies for assessing online data for digital threat assessments.

### 14: Emergency Operations Planning: Navigating a School Crisis

**Module Overview:** This module will focus on the four phases of emergency management to guide SROs in planning for, and responding to, a wide array of emergencies which may occur. The goal of this module is to provide national emergency preparedness requirements and guidelines, as well as planning tools and resources, that will equip SROs to effectively collaborate with the school safety-team, agencies, and the community to develop and maintain an Emergency Operations Plan.

**Learner Objectives:**

- Explain emergency operations planning and the four phases of emergency management.
- Detail the roles and responsibilities of the SRO in mitigation/prevention, preparedness, response, and recovery.
- Identify local, state, and federal resources available for emergency operations planning and support.

### 15: Armed Assailant Response

**Module Overview:** It is critical for SROs to train and prepare for the threat of an armed assailant in the school. The application of the TRIAD will proactively provide guidance, strategies, and direction to foster school safety; however, should there be an imminent danger, the SRO must be prepared. This module will review past school tragedies to discuss lessons learned to improve response moving forward. Protocols and procedures to follow in order to neutralize a threat and prevent loss of life and bodily harm will be explored. The module will reinforce the need for SROs to be present in schools and the paramount position SROs have in keeping the school safe.

**Learner Objectives:**

- Review past school tragedies and examine lessons learned.
- Discuss lifesaving option-based responses.

- Consider best practices to properly train students and staff with appropriate lifesaving drills.
- Discuss, explore, and debate SRO response to an armed assailant that fosters lifesaving actions.

## 16: De-Escalation

**Module Overview:** The SRO is instrumental in fostering positive behavior throughout the school setting, and de-escalation skills are a useful tool in maintaining positive behavior. This module reviews the concept of verbal de-escalation, addresses stressors that may trigger violent student behavior, and most importantly fosters de-escalation skills. Verbal de-escalation methods will prove paramount in forming positive student relationships, defusing potential school day chaos, and maintaining a safe learning environment.

### Learner Objectives:

- Define de-escalation and discuss the positive outcomes of acquiring this behavior altering skill.
- Recognize behavioral triggers and relate behaviors to situations SROs may experience.
- Review the components of the National Institute of Justice’s “Use of Force Continuum” and through classroom dialogue discuss proven techniques that foster positive behavior change.

## Day Five – Fostering School Safety: Response to the W.H.Y.

### 17: Developing and Supporting Successful Relationships with Diverse Students

**Module Overview:** Continuing the response to the WHY, this module is designed to provide awareness of biases within oneself and others that can be a barrier to successful and trusted relationships with diverse school populations. Successful SROs build relationships by recognizing their existing biases and implementing strategies that build trust and respect. This module will provide strategies for creating, fostering, and maintaining authentic relationships with diverse communities and groups in schools.

### Learner Objectives:

- Apply understanding of culture and diversity to law enforcement and community relations.
- Examine how biases can impact the SRO’s role as an informal counselor/mentor and explore strategies to manage personal biases for objectivity in counseling and mentoring students.
- Recognize attitudes, perceptions, and demographics that foster biases and scrutinize strategies that build successful student relationships.

### 18: Building a Positive Digital Culture

**Module Overview:** The module reviews the evolution of digital media and examines the negative effects inflicted on students. Almost every day, the SRO must address incidents, criminal or noncriminal, that originate or intersect on social media and surface negatively in the school environment. Social media and technology can create challenges and school safety issues when used inappropriately. It is imperative that SROs are knowledgeable, proactive, and decisive in the handling of the challenges

fueled by social media. This module will give SROs tools and insights to provide guidance in establishing a positive digital culture that fosters school safety.

**Learner Objectives:**

- Review digital media platforms, their evolution over the past decades, and reflect on how technology has affected society and students.
- Become acquainted with current digital platforms and discuss the negative effects of inappropriate use.
- View digital misinformation and relate examples to the school environment and the challenge they create to maintain school safety.
- Identify digital media threats as related to cyberbullying, pornography, fake news, sexting, and discuss the social, emotional, & physical harm it causes youth.

# NASRO Basic School Resource Officer Training Agenda

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## Day One – Foundations of an Effective SRO Program

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8:00 – 9:00 am	Welcome, Introductions, Course Overview
9:00 am – 12:00 pm	Foundations of School-Based Law Enforcement
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	The SRO as an Informal Counselor/Mentor
3:00 – 5:00 pm	The SRO as a Public Safety Educator

## Day Two – The SRO Difference

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8:00 – 12:00 pm	School Law
12:00 – 1:00 pm	Lunch
1:00 – 3:30 pm	Adolescent Brain Development
3:30 – 5:00 pm	Ethics and the SRO

## Day Three - W.H.Y. (What's Happening to our Youth)

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8:00 – 10:00 am	Supporting Students with Disabilities
10:00 am – 11:30 pm	Trauma Informed Practices
11:30 – 12:30 pm	Lunch
12:30 – 2:00 pm	Human Trafficking: Protecting Students
2:00 – 4:00 pm	Behavioral Health (Mental Health, Substance Abuse, Suicidal Indicators)
4:00 – 5:00 pm	NASRO Membership Benefits and Website Resources

## Day Four – Response to Critical Incidents

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8:00 – 10:00 am	Behavioral Threat Assessment
10:00 am – 12:00 pm	Digital Threat Assessment
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Emergency Operations Planning: Navigating a School Crisis
3:00 – 4:00 pm	Armed Assailant Response
4:00 – 5:00 pm	De-escalation

## Day Five – Fostering School Safety: Response to the W.H.Y.

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8:00 – 10:00 am	Group Presentations
10:00 – 12:00 am	Developing Successful Relationships with Diverse Students
12:00 – 1:00 pm	Lunch
1:00 – 2:00 pm	Building a Positive Digital Culture
2:00 – 3:00 pm	Course Review
3:00 – 5:00 pm	Course Exam and Debrief

Agenda times are subject to change at the discretion of the instructor.

## 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.

**Professional Peace Officer Education Coordinator Designation Form**

School Name: <u>Alexandria Technical + Community College</u>	
Coordinator Name: <u>Mandi VanOverbeke</u>	Appointment Date: <u>11/1/2024</u>
Coordinator Phone #: <u>320-762-4577</u>	Email Address: <u>mandiv@alextech.edu</u>
Signature: <u>Mandi VanOverbeke</u>	

**Coordinator Requirements**

*This section is to be completed by the designated PPOE coordinator. An answer of "No" to any question means this individual does not meet the requirements and may not act as coordinator unless the designation has received prior approval by POST for short term, temporary appointment until a fully qualified individual is designated. The requirements are per Minn. R. 6700.0100, Subp. 10, & 6700.0300, Subp.6, D.*

<p>1. Are you employed full-time by this certified school and have you been designated by the school to manage the day-to-day activities of the professional peace officer education program? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. Do you have a baccalaureate degree or a higher degree in law enforcement, criminal justice, education, social or behavioral science, or related field? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Specify the degree, field of study and name of the higher education institution that awarded the degree. (Be sure to provide all three.) <u>Master's Degree - Criminal Justice St. Cloud State University</u></p>
<p>3. Do you have at least three years of experience with a criminal justice agency? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (check one)</p> <p>If yes, list the name of the criminal justice agency or agencies, the dates of employment and the positions held. Include employment dates for at least 3 years. <i>Note: Supplemental information may be submitted or may be requested.</i> <u>Aug 2014 to Current Alexandria Technical + Community College</u></p>
<p>4. If you are only serving as coordinator temporarily please explain the circumstances behind the need for a temporary coordinator and give the date you expect the permanent coordinator to return to the position or a new coordinator to be named. <u>The position of Deputy Coordinator is open and administration is hoping to have this filled by 1/13/2025.</u></p>

**Designating Authority**

*This section is to be completed by the representative of the school authorized to employ and designate the PPOE coordinator. The requirement is per MN Rules 6700.0100, Subp. 10.*

I affirm that the above named individual is employed full time by this school and been designated to manage the day-to-day activities of the professional peace officer education program.	
Signature: <u>Sara Fier</u>	Date: <u>11/1/24</u>
Title/Position: <u>VP of Academic + Student Affairs</u>	
Email address or phone number: <u>sara.fier@alextech.edu</u>	

## Skoro, Robert J (POST)

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**From:** VanOverbeke, Mandi M <MandiV@alextech.edu>  
**Sent:** Monday, November 4, 2024 5:53 PM  
**To:** Skoro, Robert J (POST)  
**Subject:** Re: PPOE Coordinator

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Hi Rob

I am a full time instructor in the Law Enforcement program at Alex Tech and have been teaching for 10 years. Prior to that I was the coordinator at Ridgewater College for 2 years.

I was a police officer and an investigator at St. Cloud PD for 13 years. POST # 16702.

Please let me know if you have any further questions.

Thanks!

### **Mandi VanOverbeke**

*Instructor*

Police Training & Education

[mandiv@alextech.edu](mailto:mandiv@alextech.edu) | (320) 762-4577

ALEXANDRIA TECHNICAL & COMMUNITY COLLEGE

1601 Jefferson St., Alexandria, MN 56308 | [alextech.edu](http://alextech.edu)

## **BE A LEGEND**

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**From:** Skoro, Robert J (POST) <Rob.Skoro@state.mn.us>

**Sent:** Monday, November 4, 2024 3:01 PM

**To:** VanOverbeke, Mandi M <MandiV@alextech.edu>

**Subject:** PPOE Coordinator

**CAUTION:** This e-mail originated from outside the Minnesota State System. Only click links or open attachments from trusted sources. Please report suspicious messages using the "Report Message Button".

Hi Mandi,

I received your PPOE Coordinator application. A couple of quick questions:

1. Do you currently or have you taught in the law enforcement program at Alex?

2. Do you have any experience working in police departments, corrections, criminal justice in an employed or volunteer capacity?

Thanks,

Rob

**Robert J. Skoro, Pre-Service Education Coordinator**



**MINNESOTA**

**Board of Peace Officer Standards and Training**

1600 University Avenue, Suite 200, Saint Paul, MN 55104

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Direct 651-201-7778

[rob.skoro@state.mn.us](mailto:rob.skoro@state.mn.us)

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