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# Two Billion Dollars Later

States Begin to Regulate School Resource Officers in the Nation's Schools  
A Survey of State Laws



## Acknowledgements

Strategies for Youth (SFY) is a national non-profit policy and training organization dedicated to improving police/youth interactions and reducing disproportionate minority contact.

SFY actively engages law enforcement, youth, and youth-serving community-based organizations in an interdisciplinary approach to addressing several problems: the proliferation of contentious encounters between law enforcement and youth, unnecessary arrests of youth for minor offenses, and disproportionate contact with youth of color.

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# Executive Summary

Since 1999, the federal government has spent close to \$1 billion to deploy police in our nation's public schools.<sup>1</sup> Commonly referred to as School Resource Officers (SROs), these mostly armed law enforcement officers can now be found in [an estimated 71% of all public high schools](#) in the country, as well as in middle and elementary schools.

It remains unclear how effective SROs are in preventing the types of school tragedies that have rocked the country for 20 years and that are frequently used as a major justification for SROs' deployment. However, [studies do now provide compelling evidence](#) that their presence increases the odds that students will be arrested for minor offenses and that children of color and those with disabilities will be treated most harshly.

Despite these documented effects, since the Parkland, Florida and Santa Fe, Texas school shootings in 2018, states have allocated an additional \$965 million to increase the presence of law enforcement in their schools. This brings the total investment since 1999 made by state and federal governments in School Resource Officers to close to \$2 billion.



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Given this massive investment in public funds, how much oversight is being provided by the federal government and states? As it turns out, very little by the federal government.

Strategies for Youth, an organization founded in 2010 to improve relations between police and young people, undertook a survey to **determine whether states are filling this void by mandating how School Resource Officers are hired, trained, and supervised.**

Our findings reveal tremendous change in state laws during this 20-year period. Most changes are geared toward increasing SROs' skills for interacting more effectively with youth.

- 24 states and the District of Columbia have passed laws that specifically address SRO training; GA and UT do not require SROs to attend the training;
- 20 states have enacted laws regarding SRO training since 2014; four states' laws (IL, KY, NE, VA) are not yet in effect;
- Three states (KS, NE, VA) require training that focuses on improving the ability of SROs to work effectively with youth by providing developmentally appropriate, trauma-informed, and racially equitable curriculum;
- Nine states and the District of Columbia require SROs to be trained in adolescent development (UT recommends but does not require this topic);
- Seven states require SROs to be trained to recognize and address signs of adolescents with mental health issues;
- Five states (KS, KY, NE, TX, VA) require that trauma-informed approaches be taught to SROs;
- Only nine states require SROs learn about special education students' needs and protections;

1. In the aftermath of the school shooting in Columbine, Colorado in 1999, the federal COPS in Schools Program allocated \$68 million to increase the deployment of officers in the nation's public schools. Since then, an additional \$950 million in federal funding has been spent for this purpose, bringing total federal government spending on SROs to over a billion dollars.



- Seven states and the District of Columbia require SROs to learn about school laws;
- Two states (NE and VA) require SROs to learn about implicit bias, students’ rights, and parental notification laws.

Our findings also reveal:

- Presently, 26 states have no legislation requiring SRO training;
- Only eight states require SROs to be trained in de-escalation;
- Only four states and the District of Columbia require SROs to be trained in mediation and/or restorative justice practices;
- 15 states require schools and law enforcement agencies enter into a detailed MOU that clarifies the role of SROs before they are placed in schools.

Our survey shows the most comprehensive set of training requirements are found in Nebraska and Virginia.

Nebraska requires the curriculum to include sections on student rights and parent notification and involvement. Virginia appears to mandate all of the training requirements that SFY recommends as essential (see sidebar on Page 10 for more information), including adolescent development, recognizing and addressing signs of mental distress and trauma, de-escalation, special education law, implicit bias, restorative justice, bullying, and partnering with community organizations to identify additional services for students and families.

These state-mandated requirements would, at the very least, help ensure that SROs receive a minimal amount of instruction focused on interacting effectively with adolescents. This training is all the more necessary in view of the fact that instruction in police cadet academies on how to effectively interact with young people [typically hovers at around four to six hours](#). Comprehensive training for all SROs would likely prevent some of the harms to students generated by the rapid growth in their deployment in schools over the past 20 years. These harms include undue reliance on arrest, use of restraints, unreasonable and excessive use of force, and the unnecessary and traumatizing use of police powers to handle school discipline and related conduct.

**24 states and the District of Columbia have passed state-wide legislation that specifically addresses SRO training.**

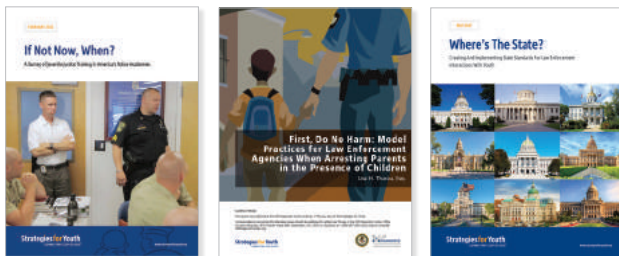
**Presently, 26 states have no legislation requiring SRO training.**

**Instruction in police academies on how to effectively interact with young people typically hovers around four to six hours.**

# Introduction

Since its founding in 2010, Strategies for Youth (SFY), has documented the absence of training for law enforcement officers at the academy level and the lack of state models that establish best practices for policing youth in two studies: *If Not Now, When?* and *Where's the State?* On average, less than 1% of the time spent teaching newly recruited cadets in the nation's law enforcement academies focuses on how to interact effectively with youth. (Experienced officers receive even less during annual in-service training.) Few, if any, police force policies mandate developmentally-appropriate, trauma-informed, and racially equitable training.

In addition, one of SFY's first publications, *First Do No Harm*, documented in 2010 that many police departments in Massachusetts provided no training to SROs, and that the content of training that is provided in some departments is arbitrarily determined by those charged with providing it. The lack of oversight, training, and definition in Massachusetts and elsewhere has led to wildly uneven enforcement across schools and districts—with predictably disparate impacts on children of color and children with disabilities.



Given these factors, it is no small wonder that the massive deployment of police in schools—untrained to work with youth, and largely ignorant of the needs and legal protections of uniquely vulnerable school populations, such as students with special needs—prompted a surge in unnecessary escalations of police/student interactions and high rates of use of force and arrest, particularly against youth of color and students with disabilities.

In this survey of state laws, we sought to determine whether states are stepping up to compensate for the federal government's failure to enact regulations and training

**In this survey of state laws, we sought to determine whether states are stepping up to compensate for the federal government's failure to enact regulations and training requirements for law enforcement assigned to work in schools.**

requirements for law enforcement officers assigned to work in schools. Specifically, we were interested in determining whether state legislatures were defining SROs' roles, setting limits by requiring meaningful police/school Memoranda of Understanding (MOUs), and mandating training. We also hoped to ascertain whether and how states were responding to individual instances of school-based violence, as well as how they were addressing racial disparities in school-based arrests and in the use of excessive force by SROs.

We sought to establish benchmarks for answering the following questions:

- Are states regulating the training of law enforcement officers deployed to their public school systems?
  - If so, what is the primary focus of the training?
  - What training topics are required?
  - Is the training required of all SROs?
- Are states moving to regulate MOUs between law enforcement and public school systems to clarify how SROs should operate in an educational environment?

# Overview of SROs' Engagement in America's Public Schools

## Federal Funding

It has been 20 years since two teenage students at Columbine High School in Littleton, Colorado shot and killed 13 people, and injured another 24. This massacre—the deadliest to ever take place in a school at the time—traumatized the nation and contributed to major changes in the way in which schools are organized and staffed, and how they address student misbehaviors.

While exact figures are hard to come by, according to the [U.S. Department of Education Civil Rights Data Collection](#) site, 1.6 million students today attend a school with a sworn law enforcement officer, also known as a School Resource Officer (SRO), but no school counselor. In 2015-16, schools reported having more than 27,000 SROs, compared to 23,000 social workers. Latinx, Asian, and Black students attended more schools where the districts chose SROs over counselors than did white students. As more students have less access to school-based social workers and psychological supports, states are spending millions of dollars to train officers to learn basic child and adolescent care skills.

More recent developments have likely exacerbated these trends. In the aftermath of the school shootings in Parkland, Florida in February 2018 and El Paso, Texas in May 2018, a second wave of SRO deployments took place, this time mostly funded by **state** dollars. During a nine-month period, legislatures in **26 states allocated \$950 million** for security upgrades and school resource officers.

## Integrating Law Enforcement into Schools

In the rush to place SROs in public school systems, there was little planning, forethought, or consideration given to how individuals steeped in a law enforcement culture would acclimate to institutions with a mission to socialize and educate children. Police officers are primarily trained to interact with young people as victims (e.g. of child abuse) or as perpetrators (e.g. status offenders and juvenile offenders). Schools, on the other hand, are highly regulated arenas mandated to focus on achieving successful student outcomes. Most law enforcement officers arrived with little knowledge of school protocols or of special laws protecting youth.

Immediately, this lack of planning and clarity caused confusion, law suits, and high rates of student arrests, often for minor offenses that few would have considered criminal in the past. Dissension ensued: between schools and law enforcement, parents and law enforcement, and communities and schools. Acknowledging that placing SROs in schools generated negative consequences—including an increase in the flow of students of color and with disabilities into what many came to refer to as a “school to prison” pipeline<sup>2</sup>—the International Association of Chiefs of Police (IACP) stated:

“Schools should work closely with law enforcement agencies, families and community partners to develop alternatives to expulsion, suspension and court referral, and effective strategies to overcome truancy that minimize juvenile justice system involvement...Law enforcement agencies and schools should assess which student behaviors are most frequently leading to arrest within schools, whether school discipline and arrest practices are contributing to racial and ethnic injustice, and what strategies might be warranted to reduce unnecessary arrests and disparities.”

— International Association of Chiefs of Police (IACP)



2. For example, the national [Dignity in Schools](#) network noted that the “reliance on law enforcement and the use of suspensions and expulsions to address misbehavior result in higher suspension rates and referrals to law enforcement for students of color, often for minor misconduct, fueling a ‘school to prison’ pipeline.”

**Officer Who Handcuffed Crying 7-Year-Old Was “Reasonable,” Can’t Be Sued, Federal Court Rules**

—Forbes, 8/7/19

**Video Shows Officer Flipping Student in South Carolina, Prompting Inquiry**

—New York Times, 10/26/15

**Baltimore school police officer pleads guilty to slapping student**

—The Baltimore Sun, 2/14/17

**‘Excessive Force’ Judge Rules in favor of children who were handcuffed at school**

—The Washington Post, 10/17/17

**Ex-Swain County SRO pleads guilty to sex with student**

—Citizen Times, 5/22/15

**Video appears to show Fall River police punching ‘unruly’ student; investigation launched**

—The Herald News, 5/2/19

The National Association of School Resource Officers (NASRO) [challenged claims](#) that SROs in schools had any kind of negative impacts on students, “In sum, the current data does not support the critics’ assertion that SRO programs have created a track to the juvenile justice system or a unique impact on minority students. SROs’ relationships of trust with students, experience with the juvenile justice system, and understanding of conflict-resolution techniques make them valuable members of the team.”

The Advancement Project, however, argued that SROs in schools cause immediate and long-lasting harm by criminalizing normal childish behavior. Their report, [We Came to Learn: A Call to Action for Police-Free Schools](#), noted that SROs interviewed “stated that they viewed increased arrests in the schools as a positive result of their work,” and, further, that SROs expressed “insufficient appreciation for the negative educational and long-term outcomes that can result from treating disciplinary concerns as crimes and using force on students.” The report concluded that these interviews confirmed “what marginalized communities have been saying for years,” that “[s]chool districts need to divest from systems that police students and instead, provide safe, high-quality schools for all students.”

## **The Fixes: Putting Genies Back in the Bottle and Telling Frankenstein to Behave**

Until 2014, the federal government remained mostly silent on the impact of their billion-dollar investment. For a short period of time during the Obama Administration, the Office of Civil Rights of the U.S. Department of Education began

requiring schools to [collect and report data on school-based arrests](#). It also issued a comprehensive set of “guidances” requiring “routine, regular, and rigorous” training of SROs. But this guidance was [rescinded](#) in 2018 by current leaders of the U.S. Department of Education.

At the state and local levels, these disputes led to the creation of MOUs between law enforcement and schools. Many MOUs are vague, short on detail, and focused primarily on cost-sharing. In many parts of the country, MOUs are unavailable to the public or require filing a public records request or law suit to obtain. Some law enforcement agencies refuse to disclose their arrest or use of force policies, decline to respond to public records requests, and/or litigate against parents’ requesting disclosure. While some states enacted legislation clarifying which student behaviors warranted arrest, in the absence of oversight systems, these laws did little to constrain the discretion granted to SROs and schools.

**“[SROs interviewed] stated that they viewed increased arrests in the schools as a positive result of their work, [and, further, that SROs expressed] insufficient appreciation for the negative educational and long-term outcomes that can result from treating disciplinary concerns as crimes and using force on students.”**

— WE CAME TO LEARN: A CALL TO ACTION FOR POLICE-FREE SCHOOLS, THE ADVANCEMENT PROJECT, 2018



While the original impetus for placing law enforcement officers in schools was to prevent more school shootings, the role of the SRO quickly transformed in many districts to one of school disciplinarian and/or enforcer of consequences for minor misbehaviors. Parents, defense attorneys, and youth advocates began to cite anecdotes about students being charged with disturbing a school in assembly. The conduct that led to these arrests included spitballs in the classroom, fighting in the playground, and talking back to teachers. Compounding these concerns were high profile examples, highlighted in the media, of unreasonable and excessive use of force by SROs.

Enough time has now lapsed that credible research is available to assess the impact of police deployment in schools. Three recent studies tell us quite a bit about some of the unintended consequences of such dramatic increases in law enforcement presence in and near schools.

- [A 2015 empirical analysis](#) found that a police officer's regular presence at a school increases the odds that school officials will refer students to law enforcement for committing lower-level offenses. According to this report: "The consequences of involving students in the criminal justice system are severe, especially for

students of color, and may negatively affect the trajectory of students' lives."

- [One study](#) examined data on over 2.5 million students in Texas, finding that federal grants for police in schools increased middle school exclusionary discipline rates by 6 percent, with Black and Latinx students experiencing the largest increases in discipline. The author also found that three-year federal grants for school police correlate with a 2.5 percent decrease in high school graduation rates and a 4 percent decrease in college enrollment rates.
- [Another study](#) reviewed the academic performance of students between 2004 and 2012 who lived in New York City neighborhoods where police were instructed to make arrests for low-level offenses and to conduct frequent searches of residents. It found that Black males as young as 11 years old experienced increased absences from school and lower test scores, leading the authors to conclude that, aggressive, broken-windows policing may have negative effects by undermining trust in authorities, including schools and teachers, and by leading to withdrawal and system avoidance.



# Statute Survey Methodology

To conduct this study, SFY examined laws regarding School Resource Officers and/or officers deployed to public schools in each state and the District of Columbia. SFY's analysis is based solely on the text of the legislation and publicly available documents.



## MODEL PRINCIPLES AND CURRICULUM COMPONENTS FOR SCHOOL RESOURCE OFFICERS

### OVERARCHING PRINCIPLES

A model curriculum should provide recruit officers with lecture, film, and experiential modes of learning. The curriculum should be premised on developmental competence: explaining developmental differences, coupled with provision of hands-on, practical application of tactics and practices for interactions with youth. Curriculum development should involve individuals in organizations with expertise in child and adolescent development, juvenile and education law, special education, mental health, trauma-informed and responsive approaches, restorative justice, etc.

- It should involve cross-training so that participants may learn from a variety of viewpoints, including those of adolescent development and mental health experts.
- It should involve youth who can demonstrate and explain their responses to assertions of authority and which methods are most effective, as well as give officers an opportunity to apply the communication skills they have learned.

### MODEL TRAINING CURRICULUM COMPONENTS

- Normative child and teen development: understanding the impacts of structural brain changes in adolescents affecting perception, processing, and responses;

- Recognizing and responding to children and youth exhibiting mental health issues;
- Recognizing and responding effectively to youth who are exposed to trauma, understanding the impacts of trauma exposure on student learning and behavior;
- Implicit bias and avoiding racial profiling by proxy;
- Recognizing and responding appropriately to youth with learning disabilities and emotional/social disabilities;
- Legal protections for students with special needs;
- Identifying and addressing bullying and other harmful social interactions between students;
- Demographic and cultural factors influencing teenagers' behavior;
- Connecting youth to community programs and resources;
- De-escalation strategies and practices;
- Students' rights during interviews and custodial interrogation for school-based investigations; and
- Restorative justice and mediation practices.

# What's Happening at the State Level: Findings of SFY's Study

The results of SFY's study are summarized below. Charts providing more detailed analysis disaggregated by state, as well as links to all legislation, are available in the Appendices.

We categorize training that equips officers to use developmentally appropriate, trauma-informed, racially equitable (D.A.T.I.R.E.) approaches to interacting with young people and to address more routine types of student behaviors under the rubric of D.A.T.I.R.E. Training. We include training that focuses on emergency preparedness for school shootings under the rubric of "Special Firearm and Emergency Preparedness Training."

Our research shows that **most state legislation is focused on improving SROs' capacity to work effectively with students and, to a lesser degree, active shooter training.** While these developments are promising, there are still large deficiencies in state legislation that at least purport to address training, the content of MOUs, and the proper role of SROs. **More than half the states (26) have no training to guide and equip SROs' interactions with students.**

Highlights of the charts in the Appendices include the following:

## Statutory Training Requirements

- 24 states and the District of Columbia have passed state-wide legislation that specifically addresses SRO training:
  - Georgia does not require SROs to attend the training;
  - Utah only lists recommendations for what the curriculum may include but does not require attendance;
- 20 of these states have enacted legislation since 2014;
- For the 22 states and the District of Columbia that have enacted laws making SRO training a requirement:
  - Three states *include a grandfather clause exempting officers who have been appointed to the position prior to the enactment of the legislation.*
- Most states rely on state Police Officer Standards and Training (POST) organizations to develop and conduct trainings.

- In Nebraska, the curriculum is developed by the state Department of Education;
- Only one state (IL) requires involvement of adolescent development experts, psychologists, and/or education specialists in the development of its curriculum;
- Increasingly, to save money, states are pushing for online training to reduce the hours SROs are away from their posts in schools.

Seven states and the District of Columbia require SROs to learn about school laws.

Two states (NE and VA) require SROs to learn about implicit bias, students' rights, and parental notification laws.

Only eight states require SROs to be trained in de-escalation.

Only four states and the District of Columbia require SROs to be trained in mediation and/or restorative justice practices.

## Training Curricula Required by Statute

- Nine states and the District of Columbia require officers to be trained in adolescent development, one of the key elements of SFY's model trainings;
- Only six states require SROs to be trained in mental health, an odd omission given the strong relationship between mental health and adolescent development;
- Nine states require training specific to special education;
- Only five states (KS, KY, NE, TX, VA) require trauma-informed training for SROs;
- Only three states (AZ, KY, VA) and the District of Columbia require SROs to be educated on using community resources that could assist in diverting youth from entering the juvenile justice system, another key element of SFY's model training;

## Statutory Training Hour Requirements

- Most states requiring SRO training mandate a specific amount of training hours that SROs must complete; the average number of hours required is 40 (equivalent to the amount recommended by NASRO and used for NASRO trainings).

## Memorandum of Understanding (MOUs)

- 15 states address the creation of MOUs between schools and law enforcement agencies. This fact is important to note because MOUs can define and limit the role of law enforcement in schools. Some MOU laws also require SRO training.
- Few legislatures spell out what topics an MOU should contain. Some legislatures have indicated with specificity what an MOU should include such as what behaviors warrant law enforcement intervention, sharing

Only one state (IL) requires involvement of adolescent development experts, psychologists, and/or education specialists in the development of its curriculum.

information between schools and law enforcement (pursuant to federal and state regulations) as well as:

- Process for selecting SROs;
- Supervision of SROs and chain of command;
- Annual review of the SRO and the SRO program;
- Roles and responsibilities of the SRO, school administrators, and staff in student misbehavior;
- Data collection and reporting; and
- SRO training obligations.



# Massachusetts Legislation: Story of Legislation that Launched Similar Bills Yonder West

This is the story of how a single piece of Massachusetts legislation, championed and drafted by a former district attorney and state representative in collaboration with a coalition of youth advocates, became a model for states that are considered far less “progressive” than Massachusetts.

Ironically, the legislation ultimately enacted in Massachusetts, HB 2021/SB 274, shepherded by Representative James Cantwell, contained training requirements that were significantly watered down from the original. Yet, the language of the original bill has lived on in the legislation passed in Nebraska, Utah, and Virginia. These bills offered a more comprehensive approach to SRO training and MOUs than Massachusetts.

## The Original SRO Training & MOU Legislation

In Massachusetts in 2012, a report by the ACLU and Citizens for Juvenile Justice, entitled *Arrested Futures*, quantified what public defenders and youth advocates in the state had been hearing anecdotally for years—in many Massachusetts’ school districts, particularly those with large numbers of students of color, students were being arrested in large numbers for behaviors that had rarely been considered “criminal” in the past. Phil Kassel, Executive Director of Mental Health Legal Advisors Committee, described the numbers cited in the report from the Springfield School District as particularly “eye-popping”—more than half of arrested students there were charged with “disturbing a school assembly,” a vague statute that could mean shouting out of turn or refusing to take off one’s hat.

As a former district attorney and son of a public school teacher, Representative James Cantwell (4th District of Plymouth) was aware of the increase in school-based arrests from his district and in school districts across the Commonwealth. His co-sponsors and constituents found many of the arrests to be problematic and harmful to youth. Rep. Cantwell and his co-sponsors wrote in a September 26, 2017 letter to the Joint Committee on Education of the Massachusetts Legislature:

“Education, mental health and law enforcement organizations like the Department of Justice and the International Association of Chiefs of Police, advise that standard police training does not sufficiently prepare officers for work as SROs. Necessary training on topics—like conflict resolution, youth development, positive school discipline and diversion techniques—enable SROs to support positive school climate, navigate work in a school setting, and prevent unnecessary diversions to the criminal justice system.”



Massachusetts Representative James Cantwell

Those involved in the development and enactment of Rep. Cantwell’s legislation recognized that the success of SRO programs depends on more than simply stationing officers in schools. SRO programs require a detailed police-school MOU, a targeted SRO selection process, and specialized training for SROs. Until the enactment of HB 2021/SB 274, MOUs, training, and recruitment were determined by each community in Massachusetts, resulting in substantial differences in the definition of the SRO role, overall approach to the job, relationship between SROs and school officials, and treatment of students.

In 2014, Rep. Cantwell drafted legislation defining legal requirements of MOUs and of SRO training. Advocates in Massachusetts fought for this legislation over two legislative sessions (from 2014 to 2018) with the goals of:

- 1 ensuring that MOUs would regulate key aspects of SRO conduct and
- 2 mandating comprehensive SRO training for all officers deployed in schools.

Advocates sought to ensure that the MOU would:

- Define and limit the role of police in schools;
- Enact a high standard for student arrests;
- Require specific school-related training for all SROs;
- Require more accurate and complete reporting by police and school departments on school-based arrests.

## SRO training section of Representative Cantwell’s bill, HB 2021/SB 274

The SRO training section of Representative Cantwell’s bill, HB 2021/SB 274, identified specific curricular elements, and directed how the curriculum would be developed and implemented. His legislation, drafted with input from advocates, required that SROs be trained in a wide array of curricula:

“The municipal police training committee shall establish a school resource officer training program (hereinafter, program) to train school resource officers (hereinafter, SROs) and chiefs of police, police supervisors, and school administrators who oversee or administer SRO programs. The municipal police training committee shall offer grants to municipalities, regional school districts, county agricultural schools, charter schools, and police agencies to cover the tuition and fees for training...

(i) Program training for officers may include instruction on:

- 1 school building security;
- 2 school resource officer roles and responsibilities;
- 3 child and adolescent development;
- 4 de-escalation and conflict resolution techniques with children and adolescents, positive school discipline, and implicit bias;
- 5 data collection and analysis;
- 6 juvenile law;
- 7 Information sharing, including federal and state privacy laws; and,
- 8 diversion strategies, including restorative justice and community based supports.

(j) Program training for school administrators, chiefs of police, and supervising police officers may include instruction to promote knowledge, skills, and strategies in:

- 1 school building security;
- 2 SRO roles and responsibilities;
- 3 integrating SROs into the school environment;
- 4 developing memoranda of understanding;
- 5 program evaluation, data collection and analysis; and,
- 6 administering a school resource officer program.

(k) The municipal police training committee shall develop a school resource officer certificate for officers who have completed requisite training in topics described in subsection (i). The municipal police training committee shall develop requirements defining continuing education for recertification.

(l) The municipal police training committee shall develop standards defining minimum training standards for school resource officers that are consistent with subsection (i). The municipal police training committee shall publish on the committee website a collection of resources and experts guides relating to SRO programs, training, and administration.”

## The Law Massachusetts Enacted

In 2018, Governor Charlie Baker signed legislation that contained some, but not all of the original provisions of HB 2021/SB 274. The legislation outlined definitions and requirements of MOUs, but severely diluted the SRO training curriculum requirements in the bill.

Despite the fact that the SRO bill that was ultimately passed did not contain all the provisions supported by the coalition, Kassel believes that it did succeed in achieving several key goals. In addition to barring arrests and prosecution of juvenile-aged students for public order offenses, the bill prompted a process, led by the Attorney General’s office, resulting in a model MOU which has been adopted by a number of Massachusetts school districts. The model MOU advises, among other things, that ongoing SRO professional development include education on “trauma-informed care” and “implicit bias.” He believes these topics are critical. “Police need to understand trauma because such insight humanizes students. It is harder to dehumanize someone when you understand them.” He is also hopeful that implicit bias training for SROs will lead to a reduction in the large racial disparities in arrest rates of young people in the state.

As enacted, MGL Chapter 71 § 37P requires communities to develop MOUs and defines SROs as having specialized training and certifications by enhancing prior requirements of law enforcement and schools to:

- 1 Provide clarity for chiefs and superintendents on what topics should be addressed in a MOU, e.g. roles, mission, information sharing, and chain of command (while maintaining local control of the details);
- 2 Limit SRO use of police powers for “traditional school discipline issues, including non-violent disruptive behavior;”
- 3 Establish and fund an SRO training program administered by the Massachusetts Municipal Police Training Committee (MMPTC);

The SRO training language shrank to a vague requirement in Section 37P(b) for “specialized training relating to work with adolescents and children, including cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.”

The law did not require consultation with experts on children and education for development of the curriculum. Advocates who helped push through the passage of this legislation are now hoping to find a place at the MMPTC table to ensure child and adolescent development, de-escalation, and diversion experts are included as part of the SRO training curriculum.

# Nebraska Sees Massachusetts' Legislation and Unanimously Enacts Training Requirements that Go Further

Meanwhile, in a completely different context, Patty Pansing Brooks, State Senator of the 28th Legislative District in the Nebraska Unicameral Legislature, reviewed the legislation Rep. Cantwell proposed, revised it, and submitted it to the Judiciary Committee for Nebraska.

Senator Pansing Brooks focused on this legislation as part of a larger, comprehensive set of juvenile justice reform initiatives. She witnessed first-hand how a minor infraction—and a totally normative one at that—committed by an adolescent could lead to harsh disciplinary consequences, including the risk of losing college scholarships, fellowships, and of being barred from admission to state licensing organizations.

During a listening tour across Nebraska in 2017, Senator Pansing Brooks asked school districts about interactions with SROs. She later described her response to what she heard:

“I learned that in some schools, kids were being charged for school yard fights and pushing matches. In some school systems, district attorneys were telling schools to arrest youth for every school yard fight. I told them that I didn't think that's what Nebraska's parents want. They want something better for their kids, like conflict resolution, like restorative justice, and school disciplinary measures.”

When Senator Pansing Brooks returned to her office, she was further disconcerted to learn that the racial disparities in school-based arrests and use of force by police were pronounced. According to the Senator, “research shows that early interactions with the juvenile justice system puts more kids into the school-to-prison pipeline and thereafter into adult corrections, which feeds the overcrowding problem of our prisons.”

In conversations with members of the African American community and the NAACP, Senator Pansing Brooks realized that a key aspect of the legislation was addressing bias—implicit and explicit. The Nebraska legislation explicitly requires that “increased law enforcement presence at schools will not result in a disparate impact on students from disadvantaged or minority communities.”

Further, in conversations with SROs and law enforcement leaders, she learned the role of SROs was neither clearly defined nor consistently described. “We had an interim study in Fall 2017 and found there were wide discrepancies across the state on the use of memorandums of understanding, training requirements, and how SROs were being used.”

Senator Pansing Brooks used SFY's materials, including the *Policing the Teen Brain in School* curriculum, which had been implemented in Omaha in 2016. The resulting impact was an initial 55% decline in misdemeanor arrests in schools with a 9% increase in felony arrests.



Nebraska Senator Patty Pansing Brooks

“I learned that in some schools, kids were being charged for school yard fights and pushing matches. In some school systems, district attorneys were telling schools to arrest youth for every school yard fight. I told them that I didn't think that's what Nebraska's parents want. They want something better for their kids, like conflict resolution, like restorative justice, and school disciplinary measures.”

The Senator circulated SFY's [Parents' Checklist for SROs in Your Children's Schools](#) to legislators to make the case that MOUs must provide a level of transparency about SROs to parents.

On April 18, 2019, Senator Pansing Brooks' legislation, LB 390, passed 48-0-1, and was signed by the Governor on April 24, 2019.

The legislation, effective as of January 1, 2020, requires any law enforcement agency which provides school resource officers, on or before January 1, 2021, to adopt a written memorandum of understanding for SROs with the schools and/or school districts they patrol.

School districts and law enforcement agencies are now required to adopt an MOU that delineates their role and its limits:

“[L]aw enforcement or security agencies and school officials will delineate the roles and responsibilities of school resource officers, security guards, and school officials to balance the interests of safety for students and school staff in relation to parental rights, student success, and family integrity, ensuring that an increased law enforcement presence at schools will not result in a disparate impact on students from disadvantaged or minority communities. Schools have a duty to respond and manage disciplinary issues while school resource officers and security officers should be utilized only for school safety and actual law [violations] or category of student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement.”

The SRO training curriculum is holistic and comprehensive. It requires SROs and others (security guards), to attend a minimum of 40 hours on:

- Student rights;
- Understanding special needs students and students with disabilities;
- Conflict de-escalation techniques;
- Ethics for school resource officers;
- Teenage brain development and adolescent behavior;
- Diversity and cultural awareness;
- Trauma-informed responses;
- Preventing violence in school settings;
- Advise students of their constitutional rights prior to being questioned or interrogated by a school official or by a school resource officer; and
- Student and parent complaint process to express a concern or file a complaint about a school resource officer.

Senator Pansing Brooks’ legislation is also remarkable for what it includes—provisions about the rights of, and obligations to, parents and students that no other state legislation includes:

- “Parents and guardians of students have a vested interest in being informed of school discipline matters involving their children and to be notified as soon as possible if their children are contacted, disciplined, questioned, searched, sanctioned, cited, or arrested by a school official or by a security guard or peace officer working with school officials;
- “...Specify when parents or guardians are to be notified or present, in a language that such parent or guardian understands, if a student is subjected to questioning or interrogation by a school official or by a school resource officer or security guard operating in conjunction with a school official;
- Requirement of a minimum of one administrator and one teacher to attend a minimum of twenty hours of training focused on

school-based law enforcement, including, but not limited to, coursework focused on school.”

## Legislators in Utah and Virginia Follow Suit

Legislators in these states enacted laws with a similarly wide array of curricular topics.

Utah’s legislature enacted UT Code § 53G-8-702, a requirement for suggested school resource officer training. Utah’s law states that the SRO training curriculum “*may include*” [emphasis added] training on the following:

- A Childhood and adolescent development;
- B Responding age-appropriately to students;
- C Working with disabled students;
- D Techniques to de-escalate and resolve conflict;
- E Cultural awareness;
- F Restorative justice practices;
- G Identifying a student exposed to violence or trauma and referring the student to appropriate resources;
- H Student privacy rights;
- I Negative consequences associated with youth involvement in the juvenile and criminal justice systems;
- J Strategies to reduce juvenile justice involvement; and
- K Roles of and distinctions between a school resource officer and other school staff who help keep a school secure.

In Virginia, practices of school resource officers came under scrutiny after a report published by the Center for Public Integrity in 2015 documented rates of arrest of students in the state’s public schools that exceeded those of all other states. Significant racial disparities characterized the arrests.

In response, the legislature delegated curriculum development to the Virginia Department of Criminal Justice Services to create the Virginia Center for School and Campus Safety School-Law Enforcement Partnership Curriculum. They developed a comprehensive [four-part curriculum](#) covering:

- Module I: School-Law Enforcement Partnership Memorandum of Understanding and Partner Roles;
- Module II: Legal Issues;
- Module III: Working with Adolescents; and
- Module IV: SRO Strategies for Success.

SFY’s review of these publicly available materials indicates that the curriculum is thoughtfully comprehensive and wide ranging in scope.



## Conclusion

The promising news in our findings is that almost half of states recognize and have acted upon the need to develop training for SROs. The fact that 24 states have done so in the last five years suggests that advocates are succeeding in convincing state legislators and the public that the field of SROs needs more oversight and regulation.

We are also encouraged by the fact that 24 states as well as the District of Columbia have passed legislation specifically addressing the need for SROs to improve the way they communicate and interact with young people. We applaud the states—Kansas, Kentucky, Nebraska, Texas, and Virginia—that require this training to be trauma-informed.

But there is still much to be concerned about. Advocates in every state must continue to be vigilant in their efforts to ensure that SROs are not pushing children unnecessarily into the juvenile justice system, criminalizing normative adolescent activities, or unnecessarily using force against children who pose no danger to themselves or others.

**The fact that over half of the states still do not mandate any specific training or oversight for SROs is troubling, as is the fact that:**

- Only nine states and the District of Columbia require basic teaching about adolescent development;
- Only seven states require training SROs in adolescent mental health issues;
- Only five states require training SROs in implicit bias, diversity, and cultural competence; and
- Only eight states require training in de-escalation strategies.



Significantly, only Nebraska and Virginia require the majority of training components that SFY considers essential for law enforcement officers who exercise a considerable amount of control over students' lives. Only Illinois requires the involvement of adolescent experts, psychologists, or education specialists in the development of its curricula.

**Comprehensive training is necessary but not sufficient. This is what is still needed:**

- State legislation to codify detailed MOUs with SROs that cover their role, recruitment, required training, systems of oversight, parental involvement, and legal mandates requiring information sharing;
- State legislation codifying schools and law enforcement agencies disclosure of their policies and practices regarding school-based law enforcement;
- State legislation requiring collection of data on school-based arrests and court referrals of students.

We hope that this survey supports advocates, parents, school committee members, state legislators, and others in their efforts to create schools that are safe and equitable for all students. Law enforcement officers are entrusted with the safety and well-being of our children in schools every day. It is essential that they receive appropriate training to interact effectively with all students, and that they be held accountable to consistent standards that reflect best practices.

## Appendix A. State SRO Training Statutes

STATE	STATE-WIDE POLICY?	STATE LAW CITATION	DATE EFFECTIVE	TRAINING ORGANIZATION
Alabama	Y	<a href="#">AL Code § 16-1-44.1 (2018)</a>	2016	Alabama Peace Officers' Standard and Training (POST) Commission
Alaska	N			
Arizona	N			
Arkansas	N			
California	Y	<a href="#">CA Penal Code § 832.3 (2018)</a>	07/01/1999	Commission on POST
Colorado	Y	<a href="#">CO Rev Stat § 24-31-312 (2018)</a>	01/01/2014	Colorado POST
Connecticut	N			
Delaware	Y	<a href="#">14 DE Code § 4112F(d) (2018)</a>	07/01/2018	DOE with the Governor's Advisory Council for Exceptional Citizens
District of Columbia	Y	<a href="#">DC Code § 5-132.03 (2018)</a>	2005	Metropolitan Police Department
Florida	Y	<a href="#">FL Stat § 1006.12 (2018)</a>	2018	Florida POST
Georgia	Y (not required)	<a href="#">GA Code § 35-8-27 (2018)</a>	03/30/2017	Georgia POST
Hawaii	N			
Idaho	N			
Illinois	Y	<a href="#">50 ILCS Code § 705/10.22</a>	01/01/2021	Illinois Law Enforcement Training and Standards Board
Indiana	Y	<a href="#">IN Code § 20-26-18.2-1 (2018)</a>	2007	Indiana DOE and Indiana Law Enforcement Academy
Iowa	N			
Kansas	Y	<a href="#">K.A.R. 16-16-2 (2019)</a>	06/30/2018	Kansas SRO Basic Training
Kentucky	Y	<a href="#">KY Leg. Sen. S.B. 1 (2019)</a>	01/01/2020	Kentucky Law Enforcement Council
Louisiana	Y	<a href="#">LA Rev Stat § 17:416.19 (2018)</a>	2013	Louisiana POST Council
Maine	N			
Maryland	Y	<a href="#">MD Educ Code § 7-1508 (2018)</a>	09/01/2018	Maryland POST Commission
Massachusetts	Y	<a href="#">MGL ch 71 § 37P (2018)</a>	2018	Massachusetts Municipal Police Training Committee
Michigan	N			
Minnesota	N			
Mississippi	N			
Missouri	Y	<a href="#">11 CSR 75-17.030 (2019)</a>	02/28/2014	Missouri POST
Montana	N			
Nebraska	Y	<a href="#">NE. Leg. of NE. L.B. 390 (2019)</a>	01/01/2020	Nebraska DOE
Nevada	N			
New Hampshire	N			
New Jersey	Y	<a href="#">NJ Rev Stat § 52:17B-71.8 (2018)</a>	2014	NJ Police Training Commission
New Mexico	N			
New York	Y	<a href="#">NY Educ L § 2801-A (2018)</a>	07/01/2019	Varies by School District or its Equivalent
North Carolina	Y	<a href="#">12 NCAC 09B.0313 (2018)</a>	2019	North Carolina Justice Academy
North Dakota	N			

## Appendix A. State SRO Training Statutes (cont.)

STATE	STATE-WIDE POLICY?	STATE LAW CITATION	DATE EFFECTIVE	TRAINING ORGANIZATION
Ohio	Y	<a href="#">OH Rev Code § 3313.951 (2018)</a>	11/02/2018	Ohio Peace Officer Training Commission
Oklahoma	N			
Oregon	N			
Pennsylvania	N			
Rhode Island	N			
South Carolina	Y	<a href="#">SC Code § 5-7-12 (2018)</a>	06/04/2013	NASRO and SC Criminal Justice Academy
South Dakota	N			
Tennessee	Y	<a href="#">TN Code § 49-6-4217 (2018)</a>	2016	Tennessee POST
Texas	Y	<a href="#">TX Occ. Code Ann. § 1701.262 (2017)</a>	06/20/2015	Texas School Safety Center
Utah	Y (not required)	<a href="#">UT Code § 53G-8-702 (2018)</a>	05/14/2019	Utah State Board of Education
Vermont	N			
Virginia	Y	<a href="#">VA. House. HB 2609 (2019)</a>	07/01/2020	VA Center for School Safety
Washington	N			
West Virginia	N			
Wisconsin	N			
Wyoming	N			

**SFY'S ANALYSIS IS BASED SOLEY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**

## Appendix B. States Requiring SRO Training

STATE	REGULATIONS STATE WIDE
Alabama	●
Alaska	
Arizona	
Arkansas	
California	●
Colorado	●
Connecticut	
Delaware	●
District of Columbia	●
Florida	●
Georgia	
Hawaii	
Idaho	
Illinois	●
Indiana	●
Iowa	
Kansas	●
Kentucky	●
Louisiana	●
Maine	
Maryland	●
Massachusetts	●
Michigan	
Minnesota	
Mississippi	
Missouri	●
Montana	
Nebraska	●
Nevada	●
New Hampshire	
New Jersey	●
New Mexico	
New York	
North Carolina	●
North Dakota	
Ohio	●
Oklahoma	

STATE	REGULATIONS STATE WIDE
Oregon	
Pennsylvania*	
Rhode Island*	
South Carolina	●
South Dakota	
Tennessee	●
Texas	●
Utah	
Vermont	
Virginia	●
Washington	●
West Virginia	●
Wisconsin	
Wyoming	

\* These state do not require SRO trainings except when districts request state funding to underwrite the cost of hiring SROs.

**SFY'S ANALYSIS IS BASED SOLEY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**

## Appendix C. States Requiring D.A.T.I.R.E.\* Components for Mandatory SRO Training

STATE	ADOLESCENT DEVELOPMENT	MENTAL HEALTH	TRAUMA-INFORMED	SPECIAL EDUCATION	SCHOOL LAWS	DIVERSITY AND CULTURAL AWARENESS/BIAS	YOUTH SERVING COMMUNITY RESOURCES	NASRO**
Alabama								
Alaska								
Arizona							●	
Arkansas								
California	●							
Colorado								●
Connecticut								
Delaware				●				
District of Columbia	●				●		●	
Florida		●			●	●		
Georgia								
Hawaii								
Idaho								
Illinois	●	●		●	●			
Indiana								●
Iowa								
Kansas	●	●	●		●	●		
Kentucky		●	●			●	●	
Louisiana					●			●
Maine								
Maryland				●		●		
Massachusetts	●							
Michigan								
Minnesota								
Mississippi								
Missouri								
Montana								
Nebraska	●		●	●	●	●		
Nevada								
New Hampshire								
New Jersey				●				
New Mexico								
New York***								
North Carolina								
North Dakota								

## Appendix C. States Requiring D.A.T.I.R.E.\* Components for Mandatory SRO Training (cont.)

STATE	ADOLESCENT DEVELOPMENT	MENTAL HEALTH	TRAUMA-INFORMED	SPECIAL EDUCATION	SCHOOL LAWS	DIVERSITY AND CULTURAL AWARENESS/BIAS	YOUTH SERVING COMMUNITY RESOURCES	NASRO**
Ohio	●			●	●			
Oklahoma								
Oregon								
Pennsylvania								
Rhode Island	●			●				
South Carolina								●
South Dakota								
Tennessee								●
Texas	●	●	●	●				
Utah								
Vermont								
Virginia	●	●	●	●	●	●	●	
Washington								
West Virginia								
Wisconsin								
Wyoming								

\* D.A.T.I.R.E. = Developmentally Appropriate, Trauma-Informed, and Racially Equitable.

\*\* NASRO is the National Association of School Resource Officers. NASRO offers a 40 hour basic training curriculum presented by SROs.

\*\*\* The only required curricular components are "appropriate prevention and intervention strategies."

**SFY'S ANALYSIS IS BASED SOLELY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**

## Appendix D. Legislation Requiring SRO Curriculum including Mediation and De-escalation Training

STATE	MEDIATION	DE-ESCALATION
Alabama		
Alaska		
Arizona		
Arkansas		
California	●	
Colorado		
Connecticut		
Delaware	●	●
District of Columbia	●	
Florida		●
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		●
Kentucky		
Louisiana		
Maine		
Maryland		
Massachusetts		●
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		●
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		

STATE	MEDIATION	DE-ESCALATION
Ohio		●
Oklahoma		
Oregon		
Pennsylvania		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas	●	●
Utah		
Vermont		
Virginia	●	●
Washington		
West Virginia		
Wisconsin		
Wyoming		

**SFY'S ANALYSIS IS BASED SOLELY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**

## Appendix E. Legislation Requiring MOUs Between Law Enforcement Agencies and School Districts

STATE	REQUIRES MOU
Alabama	
Alaska	
Arizona	
Arkansas	
California	
Colorado	
Connecticut	
Delaware	●
District of Columbia	●
Florida	
Georgia	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	●
Kentucky	●
Louisiana	
Maine	
Maryland	●
Massachusetts	●
Michigan	
Minnesota	
Mississippi	
Missouri	●
Montana	
Nebraska	●
Nevada	
New Hampshire	●
New Jersey	●
New Mexico	
New York	●
North Carolina	
North Dakota	

STATE	REQUIRES MOU
Ohio	●
Oklahoma	
Oregon	
Pennsylvania	
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	
Utah*	●
Vermont**	●
Virginia	●
Washington	
West Virginia	
Wisconsin	
Wyoming	

\* If a local education agency contracts with law enforcement to provide SRO services, the state requires an MOU with language set forth in UT Code § 53G-8-703 (2018).

\*\* Districts and law enforcement agencies are “encouraged” to use an MOU.

**SFY’S ANALYSIS IS BASED SOLELY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**



## Appendix F. States Requiring Special Firearm and Emergency Preparedness Training for SROs

STATE	FIREARM TRAINING	USE OF FORCE/ RESTRAINT/ SEARCH/ SEIZURE	ACTIVE SHOOTER TRAINING/ SCHOOL CRISIS PLANNING
Alabama	●		●
Alaska			
Arizona	●		
Arkansas	●		
California	●	●	●
Colorado			●
Connecticut			
Delaware			
District of Columbia		●	
Florida	●		●
Georgia			
Hawaii			
Idaho			
Illinois			●
Indiana			●
Iowa			
Kansas			●
Kentucky		●	●
Louisiana			
Maine			
Maryland			●
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri	●	●	●
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			●
North Carolina			
North Dakota			

STATE	FIREARM TRAINING	USE OF FORCE/ RESTRAINT/ SEARCH/ SEIZURE	ACTIVE SHOOTER TRAINING/ SCHOOL CRISIS PLANNING
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina	●		●
South Dakota			
Tennessee			
Texas		●	
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			

**SFY'S ANALYSIS IS BASED SOLELY ON THE TEXT OF THE LEGISLATION AND PUBLICLY AVAILABLE DOCUMENTS.**

## Appendix G. Abbreviations

ACLU	American Civil Liberties Union
COPS	U.S. Department of Justice Office of Community Oriented Policing Services
D.A.T.I.R.E.	Developmentally Appropriate, Trauma-Informed, Racially Equitable
DOE	Department of Education
DOJ	U.S. Department of Justice
DPE	Department of Public Education
IACP	International Association of Chiefs of Police
IEP	Individualized Education Plan
LE	Law Enforcement
LEA	Law Enforcement Agency
MOU	Memoranda of Understanding
MMPTC	Massachusetts Municipal Police Training Committee
NASRO	National Association of School Resource Officers
POST	Police Officer Standards and Training
SRO	School Resource Officer
SFY	Strategies for Youth

## Appendix H. Citations and Links to Statutes

### p. 4 Executive Summary

- an estimated 71% of all public high schools  
<https://www.chalkbeat.org/posts/us/2019/02/14/police-schools-research-parkland/>
- studies do now provide compelling evidence  
<https://www.wested.org/wp-content/uploads/2018/04/JPRC-Police-Schools-Brief.pdf>

### p.5 Executive Summary (cont.)

- typically hovers at around four hours.  
[https://strategiesforyouth.org/sitefiles/wp-content/uploads/2013/03/SFYReport\\_02-2013\\_rev.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2013/03/SFYReport_02-2013_rev.pdf)

### p. 6 Introduction

- If Not Now, When?  
[https://strategiesforyouth.org/sitefiles/wp-content/uploads/2013/03/SFYReport\\_02-2013\\_rev.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2013/03/SFYReport_02-2013_rev.pdf)
- Where's the State?  
[https://strategiesforyouth.org/sitefiles/wp-content/uploads/2017/06/SFY\\_StandardsReport\\_053117.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2017/06/SFY_StandardsReport_053117.pdf)
- First Do No Harm  
[https://strategiesforyouth.org/sitefiles/wp-content/uploads/2012/09/First\\_Do\\_No\\_Harm\\_Report.pdf](https://strategiesforyouth.org/sitefiles/wp-content/uploads/2012/09/First_Do_No_Harm_Report.pdf)

### p. 7 Overview of SROs' Engagement in America's Public Schools

- U.S. Department of Education Civil Rights Data Collection  
<https://ocrdata.ed.gov/>
- Dignity in Schools network (in footnote)  
<http://saveourschools-getrealrichmond.blogspot.com/2018/10/demand-counselors-not-cops.html>

### p.8 Overview of SROs' Engagement in America's Public Schools (cont.)

- challenged claims  
<https://www.policeone.com/active-shooter/articles/482940006-Our-first-line-of-defense-Training-and-recruiting-school-resource-officers/>
- We Came to Learn: A Call to Action for Police-Free Schools  
<https://advancementproject.org/wecametolearn/>
- collect and report data on school-based arrests  
<https://www.ed.gov/news/press-releases/us-departments-education-and-justice-release-school-discipline-guidance-package->
- rescinded  
<https://www2.ed.gov/about/offices/list/ocr/letters/col-league-201812.pdf>

### p.9 Overview of SROs' Engagement in America's Public Schools (cont.)

- A 2015 empirical analysis  
<https://journals.sagepub.com/doi/abs/10.1177/1541204013503890>

- One study

<https://strategiesforyouth.org/sitefiles/wp-content/uploads/2019/10/PatrollingPublicSchools.pdf>

- Another study

<https://journals.sagepub.com/doi/abs/10.1177/0003122419826020?journalCode=asra>

### p. 13 Massachusetts Legislation: Story of Legislation that Launched Similar Bills Yonder West

- Arrested Futures

<https://journals.sagepub.com/doi/abs/10.1177/0003122419826020?journalCode=asra>

### p. 16 Nebraska Sees Massachusetts' Legislation and Unanimously Enacts Training Requirements that Go Further

- four-part curriculum

<https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-resource-officers>

### p. 18 Appendix A. State SRO Training Statutes

- Alabama

Citation: AL Code § 16-1-44.1 (2018)

<http://alisondb.legislature.state.al.us/alison/CodeOfAlabama/1975/16-1-44.1.htm>

- California

Citation: CA Penal Code § 832.3 (2018)

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=PEN&sectionNum=832.3](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN&sectionNum=832.3)

- Colorado

Citation: CO Rev Stat § 24-31-312 (2018)

<https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f54b6272-8018-4c16-b4bb-855200fdce16&config=014FJAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kylwlf8caKqYROP5&pddocfullpath=%2fshared%2fdocument%2fstatu-tes-legislation%2furn%3acontentItem%3a5WX1-GFG0-004D-13Y7-00008-00&pddocid=urn%3acontentItem%3a5WX1-GFG0-004D-13Y7-00008-00&pdcontentcomponentid=234176&pdteaserkey=sr0&pditab=allpods&ecom=h567kkk&earg=sr0&prid=4b2e0979-b585-4bef-908b-4a67b199be4d>

- Delaware

Citation: 14 DE Code § 4112F(d) (2018)

<https://delcode.delaware.gov/title14/c041/sc01/index.shtml>

- District of Columbia

Citation: DC Code § 5-132.03 (2018)

<https://code.dccouncil.us/dc/council/code/sections/5-132.03.html>

- Florida

Citation: FL Stat § 1006.12 (2018)

[http://www.leg.state.fl.us/statutes/index.cfm?Appmode=Display\\_Statute&Search\\_String=&URL=1000-1099/1006/Sections/1006.12.html](http://www.leg.state.fl.us/statutes/index.cfm?Appmode=Display_Statute&Search_String=&URL=1000-1099/1006/Sections/1006.12.html)

## Appendix H. Citations and Links to Statutes (cont.)

- Georgia  
Citation: GA Code § 35-8-27 (2018)  
<https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=8d4db80c-efe8-4922-a6da-c6da342e4482&nodeid=ABJAAKABG&nodepath=%2FROOT%2FABJ%2FABJAAK%2FABJAAKABG&level=3&haschildren=&populated=false&title=%2C%27+35-8-27.+Training+requirements+for+school+resource+officers&config=00JAA1MDBLYzcZi1YjFILTQxMTgtYWE3OS02YtYqOGM2NWJlMDYKAFBvZENhdGFsb2feed0oM9qoQOMCSJFX5qkd&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A5WRH-YDJ1-DXPM-S3VW-00008-00&ecomp=h3t7kk&prid=3f1e896a-6f8f-4ad9-b5c0-b2f0dfdc33b6>
  - Illinois  
Citation: 50 ILCS Code § 705/10.22  
<http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=005007050K10.22>
  - Indiana  
Citation: IN Code § 20-26-18.2-1 (2018)  
<http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-26-18.2>
  - Kansas  
Citation: K.A.R. 16-16-2 (2019)  
[http://www.kssos.org/Pubs/pubs\\_kar.aspx](http://www.kssos.org/Pubs/pubs_kar.aspx)
  - Kentucky  
Citation: KY. Leg. Sen. S.B. 1 (2019)  
<https://apps.legislature.ky.gov/record/19rs/sb1.html>
  - Louisiana  
Citation: LA Rev Stat § 17:416.19 (2018)  
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  - South Carolina  
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