

The SSP Basic Course includes instruction in the following areas:

- School Security Personnel
  - Differences in language and thought process between 'regular' law enforcement and SSP
  - History of early SRO/SPO programs and their successes and failures
  - Elements of the SSP role in the context of school environments
  - The goals of SSP in the school, among the student body, and in the community
  - The importance and key elements of the school entity's Memorandum of Understanding (MOU) with law enforcement with jurisdiction over the entity.
  - Statutory responsibility, based on the SSP's role, for taking a student into custody on school grounds
  
- Ethics and the SSP
  - The importance and need for the SSP's high standard of ethics
  - Components of ethical behavior for SSP
  - Definition of the Family Educational Rights and Privacy Act (FERPA)
    - The importance of maintaining confidentiality and abiding by the law
  - Ethical considerations unique to the role of SSP
    - Cultural Awareness
    - Relationships with students
    - Maintenance of appropriate boundaries
    - Communication and social media
    - Making appropriate referrals for students in need
  - The importance and need for discretion, foreseeability and flexibility in guiding ethical behavior
  
- The SSP in the School Setting
  - Law-Related Education (LRE) as it pertains to the SSP
    - Aspects of LRE
    - Connection with administration and other school personnel
  - Stages of youth development
    - Working with students throughout the developmental stages
  - The learning process, states of development and different kinds of learning styles
  - Effective presentation skills
    - Class management methods
  - De-escalation techniques for dealing with students/parents
    - Use of force and alternative methods
  
- Understanding Students with Special Needs
  - The Individuals with Disabilities Education Act (IDEA)
    - Overview – Definition
    - The role of SSP when working with students with disabilities
  - The Family Educational Rights and Privacy Act (FERPA)
    - State law regarding FERPA and Individualized Educational Program (IEP) records
    - School policy regarding student educational records and IEP records
  - Requirements for educating individuals with disabilities
    - IEP components
    - SSP legal access to IEP information, check school policy
    - Parental involvement
    - Communication considerations
    - 504 plans
  - The Health Insurance Portability and Accountability Act (HIPAA) and other legal restrictions
    - Mental Health records
  - Disciplinary considerations

- Behavioral expectations and challenges
  - Alternative methods of discipline
  
- The SSP as a Role Model/Mentor
  - Communication and interactions strategies to foster relationships with students and families
    - Finding overlapping spaces for schools and community
    - Using community as an informative space from which to develop positive understandings of students and families
    - Identifying implicit biases of students and families
    - Demonstrate how role model/mentor apply FERPA
    - Reference definition from Ethics section
    - Examples of how FERPA will come into play with each SSP role
    - How to balance the role of law enforcement with student confidentiality and student rights
    - Exceptions
    - Implications for the SSP
  - Identifying student behavior that merits referral to community or professional services
    - Utilizing the Student Assistant Program (SAP) and other school-based programs
    - Safe2Say
    - Positive Behavioral Interventions and Supports (PBIS)
    - Multi-Tier System of Supports (MTSS)
    - Connection with the Threat Assessment Team
    - Community and professional resources
  - Creating and maintaining a safe, positive, pro-social learning environment as a prevention strategy
  
- Social Media and Cyber Safety
  - Various forms of social media and internet outlets
  - Impact of social media and the internet on students and the school environment
  - Malicious use of social media and the internet
    - Cyber-bullying, threats and abuse
    - Online sexual crimes, including sexting
    - Reporting abuse to law enforcement
  - Cyber safety strategies
  - Communication and social media
    - Making appropriate and ethical referrals for students in need
    - The importance and need for discretion, foreseeability and flexibility in guiding ethical behavior
  
- Recognizing Developmental Stages of the K-12 Student
  - K-12 developmental stages
    - Educational platform for developmental stages
    - The SSPs' role in working/dealing with each developmental stage
    - Aspects and values of youth culture
    - De-escalation based on child's ability to process
  - Mental and behavioral health
    - Risk factors and warning signs
    - Recognize and respond to alcohol and other drugs
    - School policy and action plans to support students
  - Student social and emotional well-being
    - How is this secured by the SSP?
  
- Violence and Victimization
  - The different types of stress and impact on the body
    - Signs and symptoms

- Available resources in the school/community
    - How the SSP should address/assist with observed behavior
  - Working with parents
    - Providing information on victimization and other LRE
    - De-escalation
  - Types and signs of bullying behavior in the school environment and the virtual world, including the role of social media
  - Signs, risk factors and pro-social interventions regarding anti-social behavior
  - Resources and Reporting
    - School policy/statute
    - [PCCD Office of Victims' Services](#)
- Trauma-Informed Education
  - Understanding Trauma in the School Setting
    - Awareness of school policies and procedures
    - Mandated reporting
    - Understanding the widespread impact of trauma and pathways to recovery
    - Recognizing trauma signs and symptoms
  - Adverse Childhood Experiences (ACE) and how it might impact the work of the SSP
    - Youth behavior
    - Communication
  - Resources for strategies for working with traumatized and victimized youth
    - [PCCD Model Trauma-Informed Approach Plan](#)
    - [PDE Trauma Resources](#)
    - [National Child Traumatic Stress Network](#)
    - [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)
- Child Abuse, Sex Trafficking, and Human Trafficking of Youth
  - Overview of child abuse, mandated reporter requirements
  - Commercial Sexual Exploitation of Children (CSEC)
    - Vulnerable populations
    - Recruitment and control process of victims
    - Management mechanisms and identifiers
  - Cultural differences
    - Examples of terms that have different meanings in different cultures
  - Gang Recognition
    - The importance of knowing which gangs are prevalent in the area
  - Resources and Reporting
    - [PA Department of Human Services, Human Trafficking](#)
    - [National Human Trafficking Hotline](#)
    - [Innocence Lost National Initiative](#)
    - [Commercial Sexual Exploitation of Children \(CSEC\)](#)
    - [U. S. Department of State, 20 Ways You Can Help Fight Human Trafficking](#)
    - [Office of Justice Programs, Victim-Centered Approach](#)
    - School policy
  - Strategies and practices to approach and engage victims
  - Need for a victim-centered approach
- Youth Drug Trends in the School Environment
  - Impact of youth trends, including drug use, on the school environment
  - Strategies and tools for staying current on youth trends and drugs affecting the school environment
  - Categories of drugs popular among adolescents
    - Examples of popular drugs varied throughout PA

- Information from someone in the County or PA Drug Taskforce or Single County Authority (SCA) on how to stay updated on current drug trends
  - Responding to drug overdose
- School Law
  - Topics and fundamental points of federal and state case law pertinent to juvenile rights and offending
  - Balancing an understanding of juvenile law with the potential for liability
  - Awareness of ongoing updates in PA laws regarding school safety
  - Inclusion of school policy
- Developing Cultural Awareness and Diversity Sensitivity
  - The impact of culture and diversity on law enforcement and community relations
  - Cultural Sensitivity
    - Implicit and explicit biases
    - How biases effect school culture
  - Self-awareness exercise
    - Overcoming participant obstacles/fear
    - Awareness of potential biases and how it can affect the work of the SSP
  - Defining Equity and Inclusion in schools
    - [PDE Equity and Inclusion](#)
    - Understanding the importance of equity and inclusion in the school setting
    - Creating an inclusive environment for underrepresented student groups in schools
    - How school systems impact underrepresented students
    - Laws that the SSP should be aware or regarding underrepresented students
  - Strategies to counter identified barriers and build/strengthen individual and community relationships
    - Cultural responsiveness
- Threat Response: Preventing Violence in School Settings
  - The threat assessment process at the school
  - Referral and collaboration with the school's Threat Assessment Team
  - New curriculum for threat assessment team (not required for participants)
    - Threat assessment materials can be found at: [Threat Assessment \(pa.gov\)](#)
- School Safety and Emergency Operations Plans
  - Effective proactive school safety measures
  - School Emergency Operations Plan (EOP)
    - Factors
    - Protocols and responsibilities
    - Scenario responses
- Risk/Vulnerability Identification and Mitigation
  - Crime Prevention Through Environmental Design (CPTED)
    - Campus safety and security
    - Assessment of the building and surrounds
    - Identifying soft targets in the environment of the school
      - Interior
      - Exterior
    - Working with administrative staff to target hardening methods in areas of vulnerability
  - [School Safety and Security Assessment Criteria](#)
    - Physical
    - Behavioral Health/Student Assistance
    - Policy and training