

Santa Ana Community College
Campus Law Enforcement Course

CCN: 3960-22294. 40 hours

Revised on 7/25//22

Course Purpose

This specialized course of instruction provides California school peace officers, as defined in Penal Code section 830.32, with training designed to meet the unique safety needs of a school environment. This course is intended to supplement any other training requirements.

Course Intent

This course satisfies the requirements of California Penal Code section 832.3(h) which requires any school peace officer first employed by a K-12 public school district or California Community College district before July 1, 1999, to successfully complete the specialized course of training no later than July 1, 2002. It further requires any school peace officer first employed by a K-12 public school district or California Community College district after July 1, 1999, to successfully complete the specialized course of training within two years of the date of first employment. This course also satisfies the minimum standards for legislatively mandated courses requirement established by 11 CCR § 1081.

Course Audience

This course is intended for sworn peace officers assigned to perform general law enforcement duties at a K-12 public school or California Community College district. While this course is also suitable for sworn peace officers employed by a county sheriff or city police department who are assigned to perform the duties of a School Resource Officer at a K-12 public school, there is no mandate for their attendance.

Course Presentation Method

This specialized course of instruction builds upon and develops existing student skills, knowledge, and abilities related to general law enforcement duties. As a result, this course is facilitated using student-centered instructional strategies that prioritize students' analysis of the unique needs of working in a school-based environment / campus community at both the K-12 and community college levels. Students should complete the course with the ability to immediately transfer and apply their learning to their own professional contexts at their assigned K-12 public school district, California Community College, or School Resource Officer assignment.

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Module I – Roles & Responsibilities of School Police in Campus Communities (3 hours)
(formerly “Role & Responsibility of School Police”)

Learning Goals

Students will be provided with an understanding of:

- the comprehensive needs of a school community; and
- school structure and organization as they relate to campus personnel, ancillary groups, and stakeholder groups.

Students will be provided with knowledge of the school police officer’s:

- history and the evolution;
- role and responsibilities in the educational environment;
- professional image; and
- legal duty and authority.

I. Registration, Orientation, and Introduction of the Role and Responsibilities of School Police in Campus Communities

A. Registration

1. Attendance; POST course roster

B. Orientation

1. Course materials – handout/instructions
2. Course expectation overview

C. Roles and Responsibilities of School Police in Campus Communities

1. Campus law enforcement versus “traditional” law enforcement
2. General campus safety and security
3. Creating a positive learning environment for students
4. Creating a safe learning environment for students
4. Understanding the role and responsibilities of school administration

II. History and Evolution of Campus Police

A. Historical Perspective

1. Purpose/need of school resource officers
2. Inception

B. What has changed since the inception of Campus Police/School Resource Officers

C. Current Trends and Challenges

1. Role & effectiveness of ensuring students attend a safe learning environment

III. Legal Authority

A. Right to Safe Schools – California Article I, Section 28 (c) California Constitution

1. Inalienable right to attend campuses that are safe, secure and peaceful

B. Education Code (E.C.)

1. E.C. 38000 – School District Security Department or Police Department
2. E.C. 72330 – College Police

C. Penal Code (P.C.)

1. P.C. 830.32 (a) – Members of a California Community College police department appointed pursuant to E.C. 72330

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2. P.C. 830.32 (b) – Persons employed as members of a police department of a school district
 - D. Jurisdictional Limits
 1. On and Off Campus
 2. On and Off Duty
 3. Concurrent Jurisdiction
 4. Department Policy, Resources, Procedures, MOUs, and current case law
 - E. Students will participate in a **learning activity** to identify and describe the role and responsibilities, on/off duty authorities, and jurisdictional limits for the various campus agencies.
- IV. Structure and organization of schools as applicable to K-12 School Districts and/or California Community College Districts
- A. Funding
 1. Average Daily Attendance (ADA)
 2. Fees; Grants; Contracts
 - B. School / School Community Personnel
 1. Staff (Faculty, Administration, etc.)
 2. Parent-Teacher-Student Association / Parent-Teacher Association (PTA) / Parent Teacher Organization (PTO)
 3. Site Councils
 4. Booster Clubs
 5. Shared Governance Groups (Board of Trustees)
 6. Labor Unions
 7. Foundations
 8. Advisory Groups
 9. Ancillary Groups
- V. Stakeholder Inter/Intra Relations
- A. School police officer interactions with the campus community - Professional Image
 1. Student Mentor
 - (a) Law enforcement contacts should be positive and proactive
 2. Role Model
 - (a) Ethical Behavior / Officer Conduct
 - i. On Duty
 - ii. Off Duty
 3. Sensitivity to Campus Issues
 - (a) It is the responsibility of site administrator to manage the campus/facility
 - i. Law enforcement should think of the site administrator as the chief executive of the education site
 - ii. Site administrators, educators, and law enforcement should work as a team, with each recognizing and respecting the others' expertise, individual roles and responsibilities
 - (b) Relationship to Faculty
 - (c) Relation to Other Support Personnel
 - (d) Arrest, Investigations and Other Confidential Issues
 - i. Students
 - ii. Staff

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Module II – Laws , Liability & Mandated Reporting (8 hours)

Learning Goals

Students will be provided with an understanding of:

- the circumstances under which search and seizure can be made in the educational environment;
- the concept of In Loco Parentis and Parens Patriae;
- the student discipline process;
- the role of the different stakeholders in the legal process in the school environment;
- the liability issues, both on and off campus that is inherent in the school environment;
- privacy issues as they related to student records; and
- the laws regarding the interview and interrogation of juveniles.

Students will be provided with an understanding of crimes as they relate to on-campus violations. They will be able to recognize when a violation has occurred, identify the crime by its common name, and classify them as misdemeanors or felonies.

The student will be provided with knowledge of the types of incidences that will come to their attention and require a report to be filed.

I. Laws

A. Search and Seizure

1. Consensual Encounters, Detentions and Arrests
2. Reasonable Suspicion and Probable Cause
 - (a) New Jersey v. T.L.O. (1985)
 - (b) In Re: Jose Joseph G – gun on school grounds
 - (c) In Re: Latasha W (1998) – knife on school grounds
 - (d) Current Case Law
3. School Officials (non-sworn staff) are not held to the same standard as peace officers
 - (a) In Re: Williams V. (2003) – SRO Considered “school” official

B. Arrests

1. Assault and Battery on School Property – P.C. 243.5
2. Rights and Duties – Physical Control, School Administrators – E. C. 44807
3. Attendance/Truancy (refer to policy/procedure) – E.C. 48246
4. Corporal Punishment – E.C. 49001

C. Searches

1. Community College Searches – P.C. 626.11
2. Removing Injurious Objects – E.C. 49330
3. Reasonable Suspicion versus Probable Cause standard
4. Prohibited Searches by School Employees – E.C. 49050

D. Conduct on Campus

1. In Loco Parentis – Parens Patriae
2. Trespass – Safe School Zone
 - (a) P.C. 626, et al
 - (b) Access to School Premises - P.C. 627
 - i. Registration
 - ii. “Outsider” (defined)
3. Disturbances
 - (a) Willful Disturbance, Public Schools or Meetings: Interference with Classes

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(K-12) – E.C. 32211

- (b) Disorderly Conduct, Under the influence – P.C. 647(f)
 - (c) Malicious Mischief, Disruptive Presence – P.C. 602.10 (community college district)
 - (d) Fighting/Creating Disturbances – P.C. 415.5 (not applicable to registered student or school employee)
4. Student Discipline
- (a) Suspension or Expulsion – E.C. 48900 (a) – (r)
 - i. Removal, Suspension, or Expulsion; “good cause” - E.C. 76033
 - ii. Sexual Harassment – E.C. 48900.2; E.C. 212.5
 - iii. Hate Violence – E.C. 48900.3
 - iv. Harassment, Threats, or Intimidation – E.C. 48900.4
 - v. Other Means of Correction – E.C. 48900.5
 - vi. Mandatory Expulsion – E.C. 48915
 - vii. Electronic Equipment – E.C. 48901.5
 - (b) Attendance
 - i. Truants – E.C. 48264
 - ii. Compulsory Education Law; Student Attendance Review Board (SARB)-E.C. 48291/48293-48325
5. The Discipline Process
- (a) Role of the Administrator
 - (b) Role of Police
 - i. K-12: Collaborate as needed with (criminal) investigations; mandated reporting; confiscated items
 - ii. Community College: Referrals; Student Code of Conduct
 - iii. Keep administration informed and know which situations/incidents should be handled by the school (administration/educational disciplinary process) and which should be handled by law enforcement (legal system)
 - iv. Reference department/agency policy and procedure
 - (c) Role of Board of Trustees
 - (d) Role of Administrative Hearing Panel
 - (e) Student Rights - K12
 - i. General Education
 - ii. Special Education
 - iii. Individualized Education Plan (IEP)
 - iv. 504 Plan
 - (f) Student Rights - Community College
 - i. General Education
 - ii. Special Education
6. Crimes Against Persons
- (a) Threats
 - i. P.C. 69/71 - Against School Staff
 - ii. P.C. 422 Criminal Threats – Another Person
 - (b) Assault / Battery
 - i. Stalking – P.C. 646.9
 - ii. Abuse of Instructor (Community College) – E.C. 87708
 - iii. Assault on School Official – P.C. 241.2,3,4, and 6
 - iv. Battery on School Official – P.c. 243.2, 3,5, and 6
 - v. Sexual Battery – P.C. 243.4
 - vi. Assault with a Deadly Weapon on School Official – P.C. 245

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- (c) Temporary Restraining Orders (TRO)
- (d) Stay Away Orders
- (e) Crimes Against Children
 - i. Child Abduction – P.C. 277-280
 - ii. Abandonment and Neglect of Children – P.C. 270-273.75
 - iii. Annoy or Molest – P.C. 647.6
 - iv. Domestic Violence – P.C. 273(a)
- 7. Crimes Against Property
 - (a) Destruction of Employee Property – E.C. 48905
 - (b) Vandalism – P.C.594, 594.1, 594.3
 - (c) Keys, Duplication – P.C. 469
 - (d) Destruction of Library Property – E.C. 19911
 - (e) Computer Crimes – P.C. 502
- 8. Weapons
 - (a) Gun Free School Zone – P.C. 626.9
 - (b) Firearms on Playgrounds – P.C. 626.94
 - (c) Other Weapons – P.C. 626.10
 - (d) Injurious Objects – E.C. 49339
 - (e) Attorney General Opinion 96-906 – “Possession” of a Firearm

II. Mandatory Reporting

- A. Child Abuse and Neglect Reporting Act (P.C. 11164-11174.3)
 - 1. Recognition of Child Abuse/Neglect
 - 2. Reporting Child Abuse/Neglect
 - 3. Mandated Reporter – P.C. 11165.7(a)
 - (a) Mandated reporters shall report suspected child abuse or neglect to any police department or sheriff’s department, not including a school district police or security department – P.C. 11165.9
 - 4. Campus Procedures
 - (a) Removal of Child by Peace Officer – E.C. 48906
- B. Assault and Battery
 - 1. Reporting Assaults
 - (a) Battery on School Employee – P.C. 243.6
 - (b) Against Community College Employee – E.C. 87014
 - (c) Against School District (K12) Employee – E.C. 44014
 - (d) Local Reporting Procedures (school procedure, bargaining unit, etc.)

III. Liability

- A. On/Off Campus
 - 1. Peterson vs. San Francisco Community College District (1984) – Assault on Campus
- B. K12 Student Conduct Off Campus Conduct (suspension/expulsion)
 - 1. E.C. 48900 (portal to portal)
- C. Liability of Students Off Campus
 - 1. Rights and Duties - E.C. 44808
- D. Student Records
 - 1. Family Educational Rights and Privacy Act (FERPA)
 - 2. Exceptions to FERPA
- E. Campus Safety
 - 1. Safety Acts

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- (a) Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (1986) – “Clery Act”
 - i. Federal law that requires colleges to report crimes that occur “on campus” and school safety policies.
 - ii. Information is available each year in an Annual Security Report (ASR) posted on the school website.
 - iii. Clery Act also requires schools to send timely warnings to the school community when there are known risks to public safety on campus.
 - iv. Clery Act was expanded in 2013 by the Campus SaVE Act which broadened Clery requirements to address all incidents of sexual violence.
 - (b) Kristin Smart Campus Safety Act of 1988 - E.C. 67381
 - i. Requires community colleges and universities to have in place written agreements with local law enforcement outlining the operational responsibility for Part 1 violent crimes occurring on each institution’s campuses.
2. Safe Schools Plan
- (a) Mandatory Plans/Reporting
 - i. Safe School Plans – E.C. 35294; U.S. Code 20 U.S.C. 1092
- IV. Interview and Interrogation – On/Off Campus, juveniles
- 1. Juveniles – Temporary Custody and Detention: SB203/ WIC 625.6 - Custodial Interrogation
 - (a) Prior to a custodial interrogation, and before the waiver of any Miranda rights, a youth 17 years of age or younger shall consult with legal counsel in person, by telephone, or by video conference. The consultation may not be waived.
 - 2. Case Law
 - (a) *Greene v. Camreta* (2009)
- F. Students will participate in a **learning activity and contribute** to the evaluation of the other groups in the review and application of potential liability to pre-designated scenarios.

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Module III – De-escalation Skills / Conflict Resolution (4 hours)
(formerly “Mediation / Conflict Resolution”)

Learning Goals

Students will be provided with an understanding of the importance of, and the techniques for, utilizing de-escalation skills, built on a foundation of principled policing.

Students will be provided with the skills and ability to use verbal and non-verbal communication skills to defuse conflict and obtain voluntary compliance.

Students will be provided with the skills and knowledge to provide appropriate mediation strategies to resolve conflict.

I. Conflict Resolution / Mediation

A. Conflict Resolution - Application

1. Active Listening
2. Mindful Attention
3. Provide a Voice to others allowing them to “vent”

B. Professionalism

1. Vocabulary – respectful, dignified
2. Volume – tone/projection
3. Demeanor / Body Language

C. Communication Skills

1. Approachability
2. Verbal
3. Non verbal
4. Age Appropriate
5. De-escalation Techniques
 - (a) De-escalation is the process of using strategies and techniques intended to decrease the intensity of the situation
 - i. Approach, greet, engage, adapt, repair and close the event in an effective manner
 - (b) The foundation of police de-escalation is officers’ own capacity for self-awareness, self-regulation and empathy
 - (c) Asking Open vs. close ended questions
6. Crisis Intervention
 - (a) Situational/Locational
 - (b) Behavior/Wellness Teams
 - (c) Classroom Management

D. Mediation

1. Voluntary process of conflict prevention and resolution
2. Affords students the opportunity to address issues in a confidential, private and safe environment
3. Defines areas of agreement & commitment to resolution
4. Alternative to legal ramifications

E. Students will engage in a **learning activity that will demonstrate and assess de-escalation and interpersonal communications skills intended to mitigate elevated situations/resolve conflict.**

II. Cultural Diversity Awareness

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- A. Implicit Bias & Prejudice – automatic associations of stereotypes and attitudes with social groups
 - 1. Neutrality in mediation
- B. Gender Identity
 - 1. Gender-based violence

III. Alternatives to Arrest

- A. Officer Discretion
 - 1. Diversion Program
 - 2. Arrest/Citation vs. Mediation/Counsel & Release
- B. Formal vs. Informal Processes
 - 1. Student Code of Conduct
 - 2. Administrative Discipline
 - (a) Behavior Contract
 - (b) Suspension/Expulsion

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Module IV – Dynamics of Student Development (8 hours)
(formerly “Dynamics of Student Behavior”)

Learning Goals

Students will be provided with the skills and ability to recognize student behavior related to a safe educational environment with a focus on:

- mental health disorders, behavior manifestations and childhood trauma;
- a knowledge of campus culture and dynamics in an educational environment, and
- an understanding of internal and external student support services and available resources.

Students will be provided with an understanding of the education process as it relates to students with disabilities/special education students.

I. Dynamics of Student Behavior

A. Adolescent Development

1. Maslow’s Hierarchy of Needs
 - (a) Students may be less likely to perform at their full potential if their basic needs are unmet
2. 40 Development Assets
 - (a) Positive Supports and strengths that young people need to succeed
 - i. External Assets - Relationships and opportunities they need in their families, schools and communities
 - ii. Internal Assets - Social-emotional strengths, values and commitments
3. Building Positive Relationships
4. Peer Group Influence/Social Media
5. Notification to law enforcement for violation of P.C. 245 committed by a school age individual with exceptional needs / Suspension or Expulsion - E.C. 48902(e)

B. Students with Disabilities

1. Special Education Services
 - (a) Section 504 Plan – Due Process Rights/Section 504 or the Rehabilitation Act of 1973
 - (b) Individuals with Disabilities Education Act (IDEA)
 - i Related Services – transportation and such developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education
 - ii Counseling Services
 - iii Parent Counseling and Training
 - iv Psychological Services
 - v Social Work Services
 - vi Residential Placement
 - (c) Individualized Education Plan (IEP)
 - (d) Disabled Student Programs and Services (DSPS)

C. Mental Health Disorders

1. Adolescent Mental Health
 - (a) Emotional Disorders
 - (b) Childhood Behavioral Disorders
 - (c) Eating Disorders

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- (d) Psychosis
- 2. Behavior Manifestations
 - (a) Suicide and self-harm
 - (b) Risk-taking disorders
- D. Childhood Trauma
 - 1. Defined as the experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects.
 - 2. Trauma Informed Care Approach
 - (a) Understanding of 'Adverse Childhood Experiences' (ACEs) -3:
 - i. Abuse of Child: Emotional, Physical, Sexual
 - ii. Trauma in Child's Environment: Parental substance abuse, parental separation and/or divorce, mentally ill or suicidal household member, violence to mother, imprisoned household member
 - iii. Neglect of Child: Abandonment, child's basic physical and/or emotional needs unmet
 - (b) More than half of all young people have reported exposure to violence or abuse, and by the age of 16, more than 2/3 will have experienced a potentially traumatic event.
 - (c) ACEs can impact a child's cognitive abilities and impede their development, which limits their academic potential.
 - (d) Most adults, regardless of their background, have experienced at least one ACE in their own childhood.
 - (e) Responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan of an individual
 - (f) Guiding Principles
 - i Safety
 - ii Trustworthiness & transparency
 - iii Peer support
 - iv Collaboration & mutuality
 - v Empowerment & choice
 - vi Cultural, historical & gender issues
- E. Substance Abuse Awareness
- F. Bullying
 - 1. Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance; behavior is repeated, or has the potential to be repeated, over time.
 - (a) Physical
 - (b) Verbal
 - (c) Social
 - (d) Cyber
- G. Student Support Resources
 - 1. School Services
 - (a) Guidance counselors, school psychologists, social workers, special education supports, behavior specialists, crisis response teams.
 - 2. Community Support Services
 - i. Social Services, mental and behavioral health providers, faith-based organizations, juvenile justice services, youth organizations,

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mentoring.

H. Comprehensive Student Needs

1. Officers should understand and respond appropriately to the comprehensive student needs including, but not limited to:

(a) Social Emotional Learning Competencies

- i. Self-awareness
- ii. Self-management
- iii. Social awareness
- iv. Relationship skills
- v. Responsible decision making

(b) External Threats

- i. Dangerous/unsafe behavior
- ii. Under the influence
- iii. Food Insecurity
- iv. Weapons

(c) Mental Health

- i. Self-harm
- ii. Suicidal ideation
- iii. Bullycide
- iv. Depression
- v. Lack of self-esteem (encouragement)

(d) Social

- i. Bullying
- ii. Intimidation
- iii. Harassment
- iv. Relationships

I. Students will engage in a **learning activity** (facilitated discussions/case studies) that will demonstrate and assess their ability to recognize student behavior dynamics as it relates to mental health, special education, childhood trauma and or adolescent development, and appropriate law enforcement intervention/involvement.

J. Students will engage in **facilitated discussions** (e.g., trivia checks for understanding and or comprehension, common trends, case studies, etc.) throughout this module.

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Module V – Principled Policing & Problem Solving (3 hours)

(formerly “Campus / Community Oriented Policing & Problem Solving”)

Learning Goals

Students will be provided with an understanding of:

- the concepts of principled policing;
- stakeholder roles and responsibilities; and
- the importance of utilizing collaborative and problem-solving methods of policing in an educational environment.

I. Principled Policing and Problem Solving

- A. Principled Policing: Building Police-Community Relations
- B. Tenets of Procedural Justice
 - 1. Voice
 - 2. Neutrality
 - 3. Respect
 - 4. Trustworthiness

II. Community Oriented/Based Policing

- A. Philosophy
 - 1. A philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.
- B. Purpose
 - 1. Emphasizes proactive problem solving in a systematic and routine fashion
 - 2. Encourages agencies to proactively develop solutions to the immediate underlying conditions contributing to public safety problems
- C. Key Components
 - 1. Developing Community Partnerships
 - 2. Engaging in Problem Solving
 - 3. Implementing Community Policing Organizational Features

III. Stakeholder Roles and Responsibilities in Community Policing

- A. Site Staff
 - 1. Administrator
 - 2. Administration and Faculty
 - 3. Specialty - Title IX Coordinator, Mental Health; Counselors, etc.
- B. Students
 - 1. Student Groups
 - (a) Student Council Club
 - (b) Associated Student Body (ASB)
 - (c) Clubs and Organizations
- C. Parents/Guardians
 - 1. Parent Groups
 - (a) Parent-Teacher Association (PTA) / Parent Teacher Organization (PTO)

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(b) Booster Club

- D. School Community
 - 1. Students/Teachers & Care Givers/Parents/Staff Members
 - 2. Businesses
 - 3. Charitable Organizations
 - 4. Neighborhoods
- E. Allied Agencies
 - 1. City
 - 2. County
 - 3. Federal
 - 4. State

IV. Techniques for Collaboration

- A. Developing a Sense of Common Purpose
 - 1. School Police Officer's Role - Resource to the Education Community
- B. Case Studies
- C. School-Based Partnerships: A Problem-Solving Strategy
 - 1. SARA Model: a decision-making model that incorporates analysis and research, tailoring solutions to specific problems, and most importantly, evaluating the effectiveness of those responses. The acronym SARA stands for:
 - (a) Scanning
 - (b) Analysis
 - (c) Response
 - (d) Assessment
 - 2. Specialized knowledge of an educational environment as it relates to an organization's selected problem-solving model
- D. Students will participate in a crime prevention small group **learning exercise** and describe their role and purpose specific to a campus-based problem. Students will evaluate and apply their knowledge to the other groups' problem-solving strategies.

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Module VI – Operational Awareness in the Educational Environment (8 hours)
(formerly “Tactical Awareness in the Educational Environment”)

Learning Goals

Students will be provided with the skills and ability needed for effectively handling dangerous or potentially dangerous situations occurring on and around the school campus.

Students will be provided with an understanding of:

- the unique circumstances that exist in a school environment that require situational awareness.;
- crime scene management on or around school campuses;
- the principles of special event planning and crowd management; and
- the laws regarding the interview and interrogation of juveniles.

I. Operational Awareness Issues in the Educational Environment

A. Active Shooter Overview – Tactical Command / Event Management

1. Rapid Deployment Philosophy
 - (a) Rapid Deployment versus Staging
 - (b) Locate, Isolate and Stop the Threat
2. Tactical Considerations
 - (a) Number of Officers (Situation/Policy)
 - (b) Weapons Limitations (i.e. Handgun v. Long gun)
 - (c) Tactical Movements
 - (d) Debriefing Witnesses and the Injured
 - (e) Secondary (Rescue) Team
3. Psychological Considerations
 - (a) Preparing for Mass Casualties
 - (b) Bypassing the Wounded
 - (c) Use of Deadly Force
4. Mutual Aid
 - (a) Communications
 - i. Clear Text
 - ii. Accurate Terminology
 - iii. Interoperability
 - (b) Importance of Mass Casualty Incident (MCI) Drills and Tabletop Exercises
 - (c) Importance of Including site administrators and staff in planning and preparation for potentially volatile incidents
5. Tactical Command
 - (a) Initial on-scene command
 - (b) Tactical mind set
 - (c) Post incident management
6. Simulator Scenarios
 - (a) Safety Briefing / Four Rules of firearm safety
 - i. Guns are always loaded
 - ii. Never allow muzzle to cover anything that you are not willing to destroy
 - iii. Keep finger off the trigger until you are ready to shoot
 - iv. Be sure of your target and background

B. Weapons familiarization specific to the simulator

C. No live weapons are allowed in the simulator room. i.e., Firearms, ammunition, knives, OC spray, and Tasers

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D. Scenarios

1. Minimum of three (3) scenarios for each student (as contact officer)
 - (a) Not in succession
 - (b) Include at least one
 2. (1) non-shoot per student
 3. Entire class present during scenarios if possible
 4. Debrief each scenario as it is completed
 5. One instructor per two students during active scenarios.
 - (a) Instructor question options
 - 1) What did you see?
 - 2) What did you do?
 - 3) Why did you do it?
 - 4) What could you have done better
 - (b) Entire class (students present) identifies
 - 1) Things done well
 - 2) Things that could have been done better
 - 3) Lessons learned

II. Weapons/Threats on Campus

A. Officer and Administration – Responsibilities

1. Work in collaboration with site administration in planning responses and trainings
 - (a) Understand roles and responsibilities of both site administration and law enforcement.
 - (b) Plan and know ahead of time what functions each will handle during crisis situations

B. Tactical Considerations and Options Unique to a Campus Environment

1. Classroom
2. Cafeteria
3. Sporting Event
4. Other Identified Locations / Mass Gatherings
 - (a) Students will participate in a **learning activity** and analyze the dynamics of the various roles incorporated with such dynamic incidents.

C. Threat Assessment

1. Threat Assessment Process
2. Lockdown Procedures / Shelter in Place
3. Support of other Campus Personnel and the Community
4. Notification System
 - (a) Clery Act notification requirements
 - (b) Procedures

D. Visitor Management (K-12)

1. Closed Campuses
 - (a) Know who is on campus and why

E. Situational and Locational Response

1. Trespasser(s)
2. Disturbances

F. Crowd Management

1. Event Planning
2. Before School, Break, Lunch, Dismissal
3. Special Events
4. Free Speech
 - (a) Unlawful Assembly
 - (b) Passive Resisters vs. Active Aggressors

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- (c) Walkouts
 - (d) Protests
 - (e) Public v. Non-Public Areas for Free Speech – E.C. 76120 and 626.4
 - 5. Students will participate in a facilitated discussion **learning activity** regarding free speech demonstrations and explain their role during these incidents.
- G. Crime Scenes
- 1. Preservation of Crime Scene
 - 2. Special Campus Considerations
 - 3. Jurisdiction Considerations/Mutual Aid
 - 4. Incidents Adjacent to the Campus
- H. Cyber Crimes/Open Source Intelligence
- 1. Social Media Threats/Mass Shoot Threat
 - 2. Social Networking
 - (a) Cyber Bullying/Sexual Harassment
 - (b) Student Welfare
 - (c) Human Trafficking
 - 3. Data Breach

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Module VII –Emergency Operations (6 hours)

(formerly “Standardized Emergency Management / Incident Command Systems”)

Learning Goals

Students will be provided with an understanding of District’s responsibilities for managing disasters and emergencies.

Students will be provided with a basic understanding of:

- the concept of mutual aid;
- the National Incident Management System (NIMS); and
- the Standardized Emergency Management System (SEMS) as it relates to emergencies on campus.

Students will be provided with the skills and knowledge needed to contact and assist in response to emergency/disaster situations likely to be encountered on campus.

Students will be able to explain the principles and basic structure of the Incident Command System:

- its functional areas; and
- roles of the Incident Commander, General Staff and Command Staff.

Students will be able to describe the NIMS characteristics (foundation of the ICS) and how these characteristics apply to ICS.

Emergency Operations

- A. Campus Disasters and Emergencies
 1. Federal Emergency Management Agency (FEMA)
 2. California Emergency Management Agency (CalEMA)
- B. All Hazard Plans
 1. California Safe Schools Plan
 2. Hazardous Materials
- C. Medical Emergencies
- D. Response to Emotional Crisis Situations
- E. Disaster Service Worker
 1. G.C. 3101
- F. Joint Response Methods
 1. Federal Emergency Management Agency (FEMA)
 - (a) National Incident Management Systems (NIMS)
 - i. Guides all levels of government to prevent, protect against, mitigate, respond to and recover from incidents
 - ii. Defines operational systems that guide how personnel work together during these incidents
 2. Governor’s Office of Emergency Services (Cal OES)
 - (a) Standardized Emergency Management System (SEMS)
 - i. The cornerstone of California’s emergency response system and the fundamental structure for the response phase of emergency management
 - ii. Unifies all elements of California’s emergency management community into a single integrated system and standardizes key elements
 - iii. Incorporates:
 - a. Incident Command System (ICS)

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- b. Multi/Inter-agency coordination
- c. Mutual Aid
- d. Operational Area Concept

II. Emergency Management and the Incident Command System (ICS)

A. ICS

1. Provides guidance for how to organize assets to respond to an incident (system description) and processes to manage the response through its successive stages (concept of operations).

(a) Five (5) functional areas:

- i. Command
- ii. Operations
- iii. Planning
- iv. Logistics
- v. Administration/Finance

- B. Students will participate in a **learning activity** where they will access the FEMA website and enroll in the FEMA Independent Study courses. Students will apply their knowledge and take the "IS-100.C: Introduction to the Incident Command System, ICS 100" interactive web-based course and final exam and obtain this basic certificate.

1. ICS 100 introduces the ICS and provides the foundation for higher level ICS training
2. This course describes the ICS:
 - (a) History, Features and Principles, and Organizational Structure
3. This course explains the relationship between ICS and NIMS

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Module VIII – Learning Activities and Group Exercises

Learning activities and group exercise for this 40-hour course of instruction are contained within the expanded course outline. The learning activity or group exercise as outlined, or of similar content with the identified topic, must be included, but is not limited to the only learning activities presented in the course. The instructor may include additional learning activities and or group exercises to ensure proper application of knowledge or demonstration of understanding of the course content.

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Safety Guide

Sandra Hutchens Regional Law Enforcement Training Center

1900 West Katella Avenue, Orange, CA 92867

Rules for Safety and Conduct

- Four Rules of firearm safety
 - Guns are always loaded
 - Never allow muzzle to cover anything that you are not willing to destroy
 - Keep finger off the trigger until you are ready to shoot
 - Be sure of your target and background
- Weapons familiarization specific to the simulator
- **No live weapons are allowed in the simulator room.** i.e., Firearms, ammunition, knives, OC spray, and Tasers

Reporting and Handling Injuries

- Report all injuries shall report all injuries to instructional staff.
 - Call 911 for medical emergencies
- Provide first aid care
- Notify the Santa Ana College, Criminal Justice Academies
 - (714) 566-9200 – Associate Dean &/or Director
- Document all injuries through agency and college protocols.

Ratios of instructional staff to students

- One instructor per two students during active scenarios.

Medical Facility

UCI Medical Center
101 The City Drive South
Orange, CA 92868
(714) 880-7812