

South Carolina

DRUG ABUSE RESISTANCE EDUCATION

(D.A.R.E.)

POLICIES, PROCEDURES, AND JUSTIFICATIONS

Prepared by

**The South Carolina D.A.R.E. Training Center
Director Arlene Sharpe**

S. C. DARE POLICY

Established: 2005 – Latest update: May16, 2014

1. The D.A.R.E. core curriculum is to be taught in the exiting grade of the elementary school, 5th or 6th grade depending on which is the exit grade level. The officer is to be allowed to teach as many K-4 visitation lessons as possible. The middle school curriculum is to be taught when a student enters into the middle or junior high level in the 7th grade. The D.A.R.E officer must be a sworn, certified enforcement officer.

Justi fi cation: The D.A.R.E. core curriculum is targeted for the 5th or 6th grade student and is not designed to be taught in the middle or junior high. The D.A.R.E. core curriculum taught in the elementary school allows the children to be exposed to a DARE Officer for five (5) to six (6) years when including the visitation lessons. When the exit grade student completes the 10 week curriculum and enters the middle or junior high grade (6th or 7th), the student may then have the 10 lesson “Keepin’ It REAL middle school” D.A.R.E. curriculum.

2. The certified D.A.R.E. Officer will teach in at least one elementary school or middle school for at least one school semester. The certified D.A.R.E. Officer will begin teaching in the school semester that immediately follows the training.

Justi fi cation: If the officer does not teach immediately following the training, the knowledge and ability to deliver the curriculum will be greatly reduced.

3. A member(s) of the South Carolina D.A.R.E. training staff will encourage, advise and monitor the D.A.R.E officer in his/her delivery of the D.A.R.E curriculum. The officer will be observed on a regular basis by a certified trainer if enough staff members are on hand otherwise on an as needed basis.

Justi fi cation: The D.A.R.E. training staff consists of certified D.A.R.E. Officers who have taught the D.A.R.E. core curriculum for at least 3 school semesters and has completed the 40 hour MOT (Mentor Officer Training). The Department of Education, Principals, Curriculum Director or Regional Education Service Agency (RESA), Drug Free Schools Consultant will also observe the officer through their representatives. If the officer does not teach the curriculum as designed, the program will be offset in a negative manner. D.A.R.E. is a copyright curriculum and must be followed to maintain the integrity of the program.

4. The D.A.R.E Officer will teach no more than four (4) core lessons per day and, if possible, the officer should teach no more than four (4) days a week with one day to be spent as preparation for the next week. The D.A.R.E. Officer is to be at each school the entire day. The officer should arrive at the school when the other teachers do and leave after the buses have left. The officer is to eat lunch with and have at least one P.E. or recess class with the exit grade class.

Justi fi cati on: When the D.A.R.E. Officer is teaching D.A.R.E., it is to be their primary job. The officer should not do shift work and teach within the same day or be pulled out of the class or interrupt the sequence of the teaching of the 10 week lessons. The officer must be able to present each lesson in an enthusiastic and energetic manner in order to be effective. It has become evident that D.A.R.E. Officers who are required to perform shift work and other duties become less effective in the classroom. If the officer is pulled out of class or does not meet the teaching schedule, the officer's performance will reflect unfavorable upon the department's commitment to the D.A.R.E. Program.

5. The D.A.R.E. class size will be no more than 34 students per 45/60 minute class.

JUSTI FI CATI ON: A class larger than 34 students will prohibit the D.A.R.E. Officer and students the opportunity to participate in all aspects of the program.

6. A designated representative from each law enforcement agency and school system must agree to the policy and procedures of D.A.R.E. by signing the Assurances Sheet/Agreement letter.

Justi fi cati on: Adherence to these policies assures uniformity and maintains the integrity of the program.

7. All law enforcement departments will submit the name of the DARE Officer Training (D.O.T.) candidates to the State DARE Coordinator prior to the start of the training seminar. The officer must be approved by the school system, interviewed by the D.A.R.E. Training Staff, undergo and be approved by the State Coordinator. The officer must meet minimum qualification requirements as set out by the Board of Directors.

Justi fi cati on: The success of the D.A.R.E depends solely upon the quality of the officer selected.

8. The officer attending the D.O.T. seminar should miss NO class time and remain at the training site overnight.

Justi fi cati on: Due to the nature of the training, if an officer does miss a portion of the class, they will not grasp the concepts of the lesson, and each segment of the training is critical. By remaining on the training site, the officer is better able to assist teammates in lesson preparation, and likewise is able to receive help.

8a. The D.A.R.E. Officer: **Addition 12-20-12** “Behavior as “offensive, obnoxious, condescending, or judgmental”

Training Team: Talked to the candidate several times. If there is no discernible improvement, ask yourself has she/he expressed a willingness to change then failed to improve? **It might be an ability problem.** Has she/he **shrugged off your feedback and shown no interest in trying to change?** If this is the case, **she/he probably lacks motivation.**

Documentation to have a crucial conversation with the candidate with Director and Mentor

1. Mentors: Be specific in your documentation. Be factual with your documentation. **Compare what we told class on day one we expected with what occurred.**
 - Mentors: Make notes if you and others have had several talks with her/him about this subject, with no discernible improvement.
2. Director will explain that it's time for **the candidate** to take action. I will give her/him **2 choices.**
 - If she/he is willing to make a heartfelt effort to stop her/his hurtful behaviors, we will offer to give her/him our (mentor/director) complete support.

Assistance could include:

1. training
2. coaching
3. counseling
4. pairing her/him with a partner
5. frequent accountability, or feedback sessions to gauge progress and provide support
 - If she/he is willing to try, mentor set behaviorally specific objectives such as, “You will not call anyone in D.A.R.E. Training ‘stupid.’”
6. Identify how you will measure her/his progress—such as mentor(s) observation, peer interaction, participation in class work and team work assignments, and key observer reports (other staff members).

- **Set specific date and deadlines:** review progress as well as make modifications and changes.
- **Set a final date** by which she/he must demonstrate specific changes or explain that termination will result.

Director will make sure all expectations are absolutely clear about deadlines, the behavior to be changed, and how it will be measured. We don't require perfection, but you do require sustained, significant improvement. If she/he agrees, follow the plan.

If she/he does not agree to the development plan you propose and cannot propose an acceptable alternative **initiate the removal process. Allow no more delays or chances.**

Note: Responsible leaders care about their people—the one and the many. They don't callously dismiss individuals, nor do they allow a single candidate to disrespect, abuse, or negatively impact others. They don't demand change without helping people have the means to change and reasonable time to do it. Responsible leaders give actionable feedback and recognize progress.

Justification: Mistake leaders make is to put our concern about individuals above all other people in the organization. We often hold on to problematic individuals or underperformers at the expense of fellow teammates. When we allow someone to stay in DARE Officer Training at the expense of others being abused, team values being sacrificed, and work being inefficient, it's not compassion, it is negligence. The difficult challenge of leadership requires balancing our concern for all in our 80 hour training course.

9. The D.A.R.E. officer will adhere to a dress code while teaching in the schools.

Justification: In order for D.A.R.E. to be effective it is recommended that the officer wear a uniform while teaching. The children identify with the officer in uniform. The impact of a uniform is very obvious. The wearing of a weapon while teaching the D.A.R.E. Curriculum is suggested however it is up to the agency of the DARE officer and school superintendent.

10. The trained D.A.R.E. officer will conduct a faculty/teacher orientation following the training. The teacher orientation will be mandatory for teachers who will have a D.A.R.E. officer teaching the core curriculum in their classroom.

Justification: The teacher orientation will allow the classroom teacher to become familiar with the objective of the D.A.R.E. curriculum and be able to prepare his or her schedule.

11. Classroom teacher is required to remain in the classroom while D.A.R.E. officer is teaching.

Justi fi cati on: The teacher is responsible for the students in that class also the teacher can reinforce what the officer teaches.

12. D.A.R.E. officer if practical should be known only as a D.A.R.E. officer and shall not be given other assignments, which would significantly impact his/her performance. Before presenting other programs the department should notify the D.A.R.E. training unit.

Justi fi cati on: To represent other programs could distract the D.A.R.E. officer, diminish his/her effectiveness and lead to possible role confusion among the students. The D.A.R.E. officer will only teach the D.A.R.E. Curriculum after being certified by an accredited Training Center.

13. The D.A.R.E. officer will attend one (1) in-service training session as conducted by the D.A.R.E. training staff annually.

Justi fi cati on: In-service training is required in order to maintain certification.

14. Any officer who has been inactive (has not taught the complete D.A.R.E. Curricula) as a classroom instructor/trainer for two years or more must be recertified by successfully completing the appropriate training (D.O.T./M.O.T.) If a DARE Officer occasionally substitute teaches for another D.A.R.E. Officer during the two-year period but does not independently teach one of the curricula, this officer must attend a refresher training conducted by the D.A.R.E. training staff.

Justi fi cati on: Officers who are inactive for more than two years lose their edge for the curriculum and need to be reinforced.

15. The D.A.R.E. Instructor is required to send in their statistical reports to the S.C. DARE Training Center no later than January 5th of each year. The report will include where the D.A.R.E. program was taught, the name of the school, and number of students that participated in the D.A.R.E. program core classes and K-4th plus community program if applicable.

Justi fi cati on: The S.C. DARE Training Center is required to send a state statistical report by February of each year. The statistical reports maintain the D.A.R.E. officer's certification as active and in compliance with both S.C. and D.A.R.E. America regulations.

16. No changes in the D.A.R.E. curriculum can be made without approval from D.A.R.E. America, Inc.

Justification: The curriculum is copyrighted; violation of the copyright could result in civil action.

17. Failure to follow program guidelines could result in the revocation of an officer's D.A.R.E. certification.

South Carolina D.A.R.E. Unit

D.A.R.E. Training Center Policies and Procedures

Subject: Standards for S.C. DARE Training Center

A. Purpose

To guarantee continuity of the D.A.R.E. Curricula and program implementation through the establishment of training standards for the S.C. D.A.R.E. Training Center.

B. Policy

It is the policy of the S.C. DARE Training Center that the established standards ensure that D.A.R.E. Training is of uniform high quality in South Carolina.

C. Procedure

1. The S.C. DARE Training Center is available to provide technical assistance to any current or potential D.A.R.E. Officer in S.C. On-site visitation to assess training activities and training program administration can be provided. Any agency interested in implementing D.A.R.E should contact the S.C. DARE Training unit.
2. Each local law enforcement agency implementing D.A.R.E. is encouraged to conduct a self-assessment to evaluate its operations against established standards to ensure that:

- a. D.A.R.E. Officers are effectively prepared to deliver the program; and
 - b. Ensure that program integrity and continuity are preserved.
3. The S.C. DARE Unit has established the following standards that provide the foundation for successful training of D.A.R.E. Officers and ensures successful replication of the D.A.R.E. model:
- a. **Written Policies and Procedures:** Written policies and procedures that govern the operation of the S.C. DARE Training Center have been developed to ensure that both the Training Center and Trainees are working toward common goals and objectives.
 - b. **Organization:** The S.C. DARE Training Center has a clearly defined organizational structure, which identifies the lines of authority and communication and defines the various roles that contribute to the training process.
 - c. **Training Team:** The quality and commitment of training team members, as well as the administrative and support staff, should exemplify the philosophy of working cooperatively to create an environment for effective learning. The S.C. DARE Training Center has adopted the following standards:
 - (1) The training team consists of a facilitator (or Supervisor), M.O.T. certified mentors, and an education advisor.
 - (2) Facilitators are responsible for ensuring that:
 - a. Continuity of the training schedule is preserved;
 - b. Team members assignments are made and carried out;
 - c. Instruction adheres to the curriculum;
 - d. Instructors provide quality instruction: and
 - e. The students' training needs are adequately and appropriately met.

Successful completion of both the DARE Officers Training (D.O.T.) and Mentor Officer Training (M.O.T.) courses is highly recommended for facilitators.

- (3) Mentors shall have a minimum of three semesters of experience as a D.A.R.E. Officer and have instructed no less than 15 core classes. Successful completion of the D.O.T. and M.O.T. is required. The following are mentor assignment responsibilities:
 - a. Each mentor must assist the trainee in making continuous progress toward mastery of the training objectives.
 - b. Each mentor must provide realistic, timely, and appropriate feedback to trainees concerning progress.

The D.A.R.E. Unit will maintain a roster of training staff personnel. The roster will include training information to document compliance with D.A.R.E. America National Policy and Procedures.

- (4) The education advisor must be competent in elementary education theory, classroom management, and childhood development. The advisor must be able to demonstrate a thorough knowledge of the D.A.R.E. Curricula throughout the 80-hour D.O.T. course. It is highly recommended that the educational advisor be on site, throughout the 80-hour D.O.T.
 - a. Selection criteria for D.A.R.E. education advisor;
 - (1) A cooperative agreement between the S.C. Department of education and the S.C. DARE Training Center has been signed which clarifies the roles of both agencies in carrying out the D.A.R.E partnership.
 - (2) The D.A.R.E. education advisor is employed by and functions as the agent of the S.C.

Department or the S.C. DARE training center.

- (3) The education advisor must be able to:
- a. Respond to instruction;
 - b. Demonstrate personal initiative;
 - c. Demonstrate the ability to develop interpersonal relationships;
 - d. Demonstrate the ability to effectively communicate with adult learners
 - e. Demonstrate good time management skills;
 - f. Be an exemplary role model in both formal and informal situations;
 - g. Refrain from sexual, racial, gender, ethnic, stereotyping or other inappropriate and insensitive remarks;
 - h. Be flexible and able to handle the unexpected; and
 - i. Demonstrate commitment to the careful replication of the D.A.R.E. model.

- (4) The procedure for training an education advisor;
- a. The education advisor must observe all classroom activities in one 80-hour D.O.T;
 - b. The education advisor must serve an apprenticeship under a trained education advisor for a minimum of one 80-hour D.O.T.
 - c. The D.A.R.E. education advisor must observe one 40-hour M.O.T.

It is optional to combine step (a) and (b) for educators who have one-year experience with the D.A.R.E Program and at least one year of experience with alcohol and other drug (AOD) school-based prevention or an equivalent combination of both.

D. Training Environment

The S.C. DARE Unit must ensure that the training environment is conducive to effective learning. Adequate space, lighting, and

temperature control should be considered when selecting a training site. The D.A.R.E. Unit is responsible for arranging the following:

- (1) **Class size/instructor-student ratio:** Ratio of trainees to mentor is 6:1. Total class size for a D.O.T. shall not exceed 36.
- (2) **Classrooms:** The training classroom should be large enough to comfortably seat the trainees, training team members and any approved observers. Adequate tabletop workspace is also necessary. The classroom should be flexible to permit interactive group learning.
- (3) **Meeting rooms:** The availability of meeting or breakout rooms for each training team is a necessity. Group meetings and role-playing/modeling is an important part of the learning objectives.
- (4) **Sleeping Quarters:** Sleeping quarters for trainees should be available and should be proximate to the training site to avoid time-consuming travel.
- (5) **Dining facilities:** Facilities for trainee dining should be on site if possible. Alternative arrangements should ensure that the least amount of interference to resuming training results. It is recommended those refreshments for periodic breaks also are made available.
- (6) **Teaching aids:** Audiovisual equipment to show videotapes, slides, and films should be readily available and functional. Chalkboards and/or flip charts should also be supplied in sufficient quantity.
- (7) **School Site:** A School with adequate number of in session classes must be available for the required school visitation portion of the 80-hour DOT.

E. S.C. DARE Training Center Responsibilities

The South Carolina D.A.R.E. Unit is responsible for ensuring that the integrity of the D.A.R.E. Program is neither compromised nor misrepresented. It is also necessary to ensure accountability to both the public and educational community. The following responsibilities have been addressed by the S.C. DARE Training Unit:

1. **Curricular program:** It is vitally important that the S.C. DARE Unit provides the 80-hour D.O.T. as designed. Unapproved modifications threaten the successful achievement of the curriculum's validated goals and objectives. The following are specifically prescribed activities for each day of the D.O.T. Activities must meet the daily objectives as established in the Manual for Training Law Enforcement in the D.A.R.E. Program (M.O.T. Manual).

To ensure uniformity and quality, the following training activities have been identified and rated as to their importance to training. The ratings are:

- | | |
|----------------|--|
| 1-Mandatory: | The activity shall be included in D.O.T. if not included; principles of the training would be jeopardized. |
| 2-Recommended: | Activity should be included in training. If the activity is not present, justification is necessary and an alternative should be provided. |
| 3-Optional: | Inclusion of the activity is at the discretion of the Training Center Director. |

SUMMARY OF OBJECTIVES

ACTIVITIES FOR DAY ONE

Activity I	Orientation/Welcome Introduction of School Training Staff Commonalties/Uniqueness DARE Overview/Resiliency
Activity II	Intro to kiREAL
Activity III	Team Processing Lesson 1
Activity IV	Photo Session
Activity V	Preparation Activity (2 minute speech) Presentation Skills, Graphic Organization
Activity VI	Team Processing Lesson 2
Activity VII	Model Lesson 2 (Middle School) (Training Staff)
Activity VIII	Summary and Feedback/Log Sheet/Evaluation

ACTIVITIES FOR DAY TWO

Activity I	Team Processing (Lesson's 4-7)
Activity II	Educator Block
Activity III	Model Lesson 8 (Middle School) (Training Staff)
Activity IV	Team Define and Process Lesson 8
Activity V	Educator Block
Activity VI	Team Processing (Lesson's 9&10)
Activity VII	Poster Activity (Lesson 2-7) Process Billboards
Activity VIII	Summary and Feedback/Evaluation Team Processing (Assign lesson 2-8 for the next day 10 minute practicum)

Activities Day Three

Activity I	Practicum: Ten minute presentations/Lesson 2-8 Elementary
Activity II	Educator Block
Activity III	Intro to Elementary Curriculum
Activity IV	Educator Block
Activity V	Model Lesson Elementary School Lesson 2 and Group Processing
Activity VI	Summary and Feedback/Evaluation

Activities Day Four

Activity I	Group Competition
Activity II	Define and Process Elementary School Lessons 4-8,
Activity III	Educator Block

Activity IV	Model Lesson 7 of Elementary School
Activity IV	Team Processing of Lesson 7
Activity V	Educator Block
Activity VI	Gallery Walk of Middle School Lessons
Activity VII	Summary and Evaluation Acti vi ti es Day Fi ve
Activity I	Group Competition
Activity II	SRO Training
Activity III	Educator Block
Activity IV	Elementary Lesson Practicum
Activity V	Overview of Visitation Lessons and K-4
Activity VI	Review/ Summary/ Feedback Acti vi ti es Day Si x
Activity I	Group Competition
Activity II	SRO Block
Activity V	Review/ Summary/ Feedback Acti vi ti es Day Seven
Activity I	Participant Lesson Presentations (Uniform required when presenting)
Activity II	Team Lesson Practicum Acti vi ti es Day Ei ght
Activity I	Participant Lesson Presentations (Uniforms required when presenting)
Activity II	Team Lesson Practicum Acti vi ti es Day Ni ne
Activity I	Visitations to Schools (Uniforms required)

Activity II	Working with schools and Community
Activity III	Round Table Discussion
Activity IV	Fundraising
Activity V	Scheduling
Activity VI	Culmination
Activity VII	Summary and Feedback/ Evaluation
	Acti vi ti es Day Ten
Activity I	SRO review and testing
Activity II	Administrative Activities D.A.R.E. America overview Training Evaluation
Activity III	Closing
Activity IV	Graduation (Uniform Required)

- (F) During the school visitation portion of the training, each trainee must demonstrate the ability to relate to fifth/sixth grade students, both in the classroom and in informal settings.
- (G) During the school visitation portion of training, each trainee must demonstrate the ability to relate to school staff personnel.
2. **Training rosters:** The S.C. DARE Unit will submit a roster of all personnel certified as D.A.R.E. Officers to the Southeast Regional Program Director within two weeks of D.O.T. completions. The name, rank, agency address, signed copy of code of conduct for each attendee and social security number of each certified officer will be included on the roster.
 3. **Program evaluation:** Evaluation tools which allow mentors to evaluate the performance and achievement of learning objectives by trainees will be utilized. Copies of trainee performance evaluations will be provided to both the officer and his/her supervisor. An evaluation tool will be provided to allow trainees to evaluate the course, instructors, and mentor officers serving on the training team.

4. **Activity reporting:** In order to measure the overall impact of D.A.R.E., it is essential that appropriate record keeping on D.A.R.E. Unit activities be maintained and regularly reported to the D.A.R.E. Southeast Regional Program.
5. By December 15 of each year, the S.C. D.A.R.E. Unit will provide a list of the training to be conducted during the next calendar year to the D.A.R.E. Southeast Regional Program Director. The S. C. D.A.R.E. Unit will immediately notify the Southeast Program Director of changes in the training Calendar.

D.A.R.E

DRUG ABUSE RESISTANCE EDUCATION POLICY AND PROCEDURES STATEMENT

SUBJECT: CRITERIA FOR SELECTION OF D.A.R.E. OFFICERS

PURPOSE: The purpose of the directive is to establish the minimum criteria to be utilized for a law enforcement officer to be considered for selection to become a D.A.R.E. Officer.

POLICY: It will be the policy of the S.C. DARE Training Center to provide instruction through the South Carolina Department of Education and certified Law Enforcement Officers. Success in reaching this goal is largely dependent upon the officer selection criteria. The officer in an elementary school serves as a positive role model. It is incumbent upon the officer to maintain the highest level of integrity to assure the D.A.R.E. goals and objectives are met.

The D.A.R.E. Officer must display exceptional abilities to teach and develop positive relationships with children and commit to serve as a positive role model.

Additionally, the D.A.R.E. Officer must not have exhibited any behaviors that will negatively impact the reputation of the D.A.R.E. program.

THE DIRECTIVE:

An officer instructing the S.C. DARE Program must be qualified in the following ways.
He/she must:

1. Be a full time certified law enforcement officer meeting the minimum standards and have completed a minimum of two years as a certified peace officer.

2. Have earned a high school diploma. Priority will be given to those who have successfully completed forty-five (45) quarter hours or thirty (30) semester hours of education from an accredited institute of higher learning.
3. Have oral and written communication skills adaptable to age specific audiences.
4. Have demonstrated a commitment to work with young people in constructive activities, such as formal involvement in church, school and/or other community programs.
5. Have demonstrated attention to neatness and personal appearance.
6. Have the ability to effectively organize.
7. Have demonstrated a genuine desire to participate in the D.A.R.E. Program and be involved in drug use/abuse prevention activities.
8. Have the ability to relate to children.
9. Be responsive to instruction.
10. Have the ability to develop interpersonal relationships.
11. Have demonstrated promptness.
12. Has been an exemplary role model in both formal and informal situations.
13. Be one who refrains from sexual, racial, gender, ethnic, stereotyping or insensitive and inappropriate remarks.
14. Be committed to the careful replication of the DARE program model.
15. **DOES NOT** have a history of **Drug Use and/or ABUSE.**

(ADVISORY: It is not the intent of this rule to exclude those individuals who have engaged in youthful (0-21 years) experimentation with gateway drugs. Rather, it is the intent to exclude those who have used illegal substances/drugs in any form since becoming a peace officer or have used drugs in any manner sufficient to establish a pattern of disregard of the law, up to and including prescription drug abuse, alcohol abuse or other such abuse.)