

FLORIDA D.A.R.E. TRAINING PROGRAM

Training Procedures Manual



Florida Department of Law Enforcement
Commissioner Mark Glass

Criminal Justice Professionalism *Director*
Dean Register

DEFINITIONS

- **Active Status:** A certified D.A.R.E. officer who has taught the ten-week core curriculum within a two-year period.
- **After Action Report:** A document prepared by the facilitator of the D.A.R.E. training seminar to report certain statistics and activities concerning the training program.
- **Applicant:** A person who submits an application for training to the Florida D.A.R.E. Training Program (FDTP).
- **Assembly Style Teaching:** The combining of two or more classes shall constitute assembly style teaching.
- **Certification:** Authorization from D.A.R.E. America, via FDTP, to teach a specific D.A.R.E. curriculum.
- **Classroom Observation:** The on-site process by which a D.A.R.E. officer's teaching skills and presentation of D.A.R.E. curriculum are assessed. Observations may be conducted by the Florida D.A.R.E. statewide coordinator, FDTP educational advisors, school principals, school teachers and D.A.R.E. consultants.
- **CJSTC:** Criminal Justice Standards and Training Commission (CJSTC).
- **CJSTC-15A Form:** A form utilized by the Florida Criminal Justice Standards and Training Commission (CJSTC) to document salary incentive and mandatory retraining credits.
- **CJSTC-67 Form:** A form utilized by the Florida CJSTC to document training courses.
- **Consultant:** An individual who possesses specific expertise and is designated by the FDTP, whose responsibilities include providing technical assistance and/or officer training.
- **Continuity (Program):** Program flow, step-by-step building-block approach to presenting curriculum concepts and skills.
- **Core Curriculum:** The ten-week D.A.R.E. Elementary School Curriculum. A structured approach to teaching the D.A.R.E. concepts and skills.
- **D.A.R.E. America:** A non-profit corporation that owns the D.A.R.E. copyright and logo and oversees the D.A.R.E. Program.
- **D.A.R.E. Instructor:** A sworn law enforcement officer who meets all criteria by Florida statute and D.A.R.E. America and is D.A.R.E. officer training certified.
- **D.A.R.E. Instructor Manual:** A manual provided by D.A.R.E. America titled *D.A.R.E. Officer's Guide*. This manual contains the Core Curriculum and K-4 Visitation Curriculum.
- **D.A.R.E. Officer:** D.A.R.E. instructor.
- **D.A.R.E. Officer Candidate:** A participant enrolled in D.A.R.E. officer training.
- **D.A.R.E. Officer Performance/Certification Form:** A form utilized by the Florida D.A.R.E. Training Program to document performance and recommendation for certification of a D.A.R.E. officer candidate.

- **D.A.R.E. Officer Training (DOT):** After completion of 80 hours of D.A.R.E. officer training, each officer becomes certified in the curriculum of the D.A.R.E. elementary, middle and school resource officer.
- **D.A.R.E. Program:** All D.A.R.E. curricula, curriculum concepts and protocol, as determined by D.A.R.E. America.
- **D.A.R.E. Training Seminar Classroom:** Any place where instruction is presented during a D.A.R.E. training seminar.
- **D.A.R.E. Senior High Training:** A 32-hour training course which certifies a D.A.R.E. officer to teach the senior high curriculum in high schools.
- **De-Certification:** The process and action of revoking an officer's certification to teach the D.A.R.E. program.
- **De-Selection:** The process and action of declaring a D.A.R.E. officer candidate ineligible to continue in a D.A.R.E. officer training seminar.
- **Directive:** An official statement which governs program operations.
- **Director RTP:** Chief administrator of a D.A.R.E. regional training program.
- **DOE:** Florida Department of Education.
- **Educational Advisor:** An educator who conducts all educational aspects of a D.A.R.E. training seminar. This individual must be certified by D.A.R.E. America.
- **Elementary School Visitation:** A class presented to students in kindergarten through fourth grade, utilizing the D.A.R.E. K-4 Curriculum.
- **Facilitator:** A senior mentor who is responsible for facilitating, coordinating and supervising a D.A.R.E. officer training seminar.
- **FDLE:** Florida Department of Law Enforcement.
- **Final Course Report Form:** A document utilized by the FDTP to document certain statistics and activities of any training course or seminar.
- **Florida D.A.R.E. Officers Association (FDOA):** An association of D.A.R.E. officers, officer supervisors and educators in the state of Florida.
- **Florida D.A.R.E. Training Program (FDTP):** A state training program (STP) accredited by D.A.R.E. America that oversees and delivers D.A.R.E. training to D.A.R.E. officers and officer candidates in the state of Florida.
- **Inactive Status:** A certified D.A.R.E. officer who has not taught the ten-week core curriculum within a two-year period.
- **In-Service Training:** Any program designed to provide, enhance, and/or augment knowledge and skills needed to teach the D.A.R.E. curriculum.
- **Integrity (Program):** Commitment and dedication to the D.A.R.E. Program concepts.
- **Local School Classroom:** Any place a D.A.R.E. officer delivers the D.A.R.E. Curriculum to students of a local school district.
- **Logo:** The four red brush script letters, "D.A.R.E."
- **May:** Indicates that officer discretion may be used; the specific directive is not mandatory.

- **Mentor Officer:** A D.A.R.E. officer who has successfully completed all phases of mentor officer training and is certified to train D.A.R.E. officer candidates and certified D.A.R.E. officers.
- **Mentor Officer Training (MOT):** A 40-hour training course which certifies a D.A.R.E. officer to train other officers to deliver the D.A.R.E. curriculum.
- **Mobile Training Cadre:** A training team designated by the regional training program. The mobile training cadre is designed to assist state training programs in providing D.A.R.E. officer training and providing training to those states without established training programs.
- **Must:** Indicates that the specific directive is mandatory.
- **Officer Handbook:** Same as D.A.R.E. Officer's Instructor Manual.
- **Policy:** A philosophical statement which reflects management attitude toward a given subject.
- **Procedures:** Operational guidelines.
- **Recertification:** Reinstatement of D.A.R.E. certification.
- **Recommend:** Strongly suggested; worth doing.
- **Regional Training Program:** A training program that is funded by D.A.R.E. America. It is the responsibility of the D.A.R.E. Regional Training Advisory Board (DRTAB) to maintain the continuity and integrity of the National D.A.R.E. program.
- **Salary Incentive:** A salary additive paid to Florida law enforcement officers who have successfully completed certain approved advanced training programs.
- **Seminar Participant:** Any officer who has been accepted to any D.A.R.E. training.
- **Senior Mentor:** A certified mentor officer who has served as an active member of a training team for more than three D.A.R.E. officer training programs.
- **Shall:** Mandatory; officer discretion is not appropriate.
- **Statewide Coordinator:** A member of FDLE, appointed by the director of the Criminal Justice Professionalism Division, whose responsibilities include administering the Florida D.A.R.E. Training Program on a statewide basis.
- **State Training Program (STC):** A training program accredited by D.A.R.E. America that oversees and delivers D.A.R.E. training to D.A.R.E. officers and D.A.R.E. officer candidates.
- **Training Procedures Manual:** A collection of comprehensive statements distributed to all D.A.R.E. officers, which provides program philosophy and operational guidelines.
- **Training Program Director:** The chief administrator of the Florida D.A.R.E. Training Program, who is appointed by the commissioner of FDLE.
- **Training Program (TP):** A recognized training program which provides D.A.R.E. training.
- **Training Team:** Members of the Florida D.A.R.E. Training Program.

DRUG ABUSE RESISTANCE EDUCATION
REGIONAL TRAINING PROGRAM
ADVISORY BOARD

Maintaining the continuity and integrity of the National D.A.R.E. Program is the responsibility of the D.A.R.E. Regional Training Advisory Board (DRTAB). Officers who become certified D.A.R.E. instructors by successfully completing the 80-hour D.A.R.E. Officer Training (DOT) will be required to adhere to the D.A.R.E. Officer's Code of Conduct. This Code of Conduct will ensure that D.A.R.E. officers present themselves as positive role models.

D.A.R.E. OFFICER'S CODE OF CONDUCT

As a D.A.R.E. officer I understand that my actions reflect directly on the D.A.R.E. program. I will conduct myself in a manner which will present a positive role model to the students I teach and the community I serve.

I understand that becoming a D.A.R.E. officer is a privilege, not a right, and a violation of any of the following standards may result in decertification and loss of privilege to teach the D.A.R.E. program.

- **Criminal Misconduct**
- **Administrative Misconduct, including but not limited to:**
 - Knowingly fail to comply with established national or state policies and procedures.
 - Knowingly fail to deliver the D.A.R.E. curriculum according to the program design.
 - Knowingly use the D.A.R.E. name, logo, and/or copyright-protected materials in an inappropriate manner.
- **Conduct Unbecoming a D.A.R.E. officer**
 - The officer/instructor is the most visible representative of D.A.R.E. A D.A.R.E. officer's conduct is closely scrutinized, and conduct on or off duty may reflect directly on the program. D.A.R.E. officers must conduct themselves at all times in a manner which does not bring discredit to them, their fellow officers or the D.A.R.E. program.

**DRUG ABUSE RESISTANCE EDUCATION
FLORIDA TRAINING PROGRAM PROCEDURES**

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A. PROGRAM CONTINUITY AND INTEGRITY

The D.A.R.E. Program has been carefully designed to achieve certain program objectives:

- To provide students with the skills for recognizing and resisting violence, youth gangs and pressures to experiment with alcohol, tobacco and other drugs;
- To help self-esteem;
- To teach positive alternatives to substance abuse;
- To develop skills in risk assessment and decision making; and
- To build interpersonal and communication skills.

The program is designed in a building-block fashion. Each lesson builds upon previous lessons. Therefore, it is essential that the lessons be presented according to the program design. Any deviation from that design will be detrimental to reaching program goals.

- The D.A.R.E. curriculum is designed to be delivered by a uniformed law enforcement officer who has been trained and selected by a recognized training program. In no event shall the program be delivered by an instructor not recognized by a D.A.R.E. training program.
- Because the D.A.R.E. curriculum has been carefully designed to achieve program objectives, it is imperative that officers deliver the program according to that design.
- All ten lessons in the core curriculum must be taught in sequential order (i.e. 1, 2, 3...10).
- D.A.R.E. lessons are designed to be taught within a time frame of 45 to 60 minutes.
- The core curriculum is to be taught in the exit grade of elementary school (5th or 6th grade). The officer should teach as many K-4 visitation lessons as possible.
- Officers may **not** add to, delete or modify the curriculum in any way for any reason. This order does not preclude creativity in teaching methodology. Officers are encouraged to be creative in making the program meaningful and enjoyable for the children; however, program concepts and content may **not** be modified in any manner.
- The D.A.R.E. officer will teach the D.A.R.E core curriculum in a minimum of one elementary school during the semester immediately following completion of D.A.R.E. officer training (DOT).
- Only **one** D.A.R.E. officer should be assigned a particular elementary school. However, each officer may be assigned to more than one school. It is recommended that a D.A.R.E. officer teach no more than five core classes per day. It is preferable that the officer teach no more than four days each week with one day to be used for planning and preparation. The officer should arrive at school at the normal faculty time and conclude the school day after the buses have left the school premises.
- The D.A.R.E. curriculum is designed to be taught by only **one** officer in order to enhance children's ability to build a rapport with that officer. While emergencies will from time to time necessitate the use of a substitute, agencies should refrain from a

regular rotation of officers within a classroom or school site. Officer rotation (or team teaching) jeopardizes the success of the D.A.R.E. program.

- The D.A.R.E. officer should comply with all school policies and procedures that apply to other school faculty members.
- Any significant compromise in program continuity and integrity may result in de-certification of the officer to teach the D.A.R.E. curriculum.

B. PROGRAM ADMINISTRATION

The FDLE D.A.R.E. statewide coordinator shall be appointed by the director of the Criminal Justice Professionalism Division. The statewide coordinator's responsibilities shall include, but not be limited to:

- Administering the Florida D.A.R.E. statewide program for FDLE;
- Providing technical assistance to local communities;
- Coordinating program evaluation; and
- Serving as a liaison with the Florida D.A.R.E. Officers Association.

C. CRITERIA FOR SELECTION OF D.A.R.E. OFFICERS

At a minimum, law enforcement officers selected to attend D.A.R.E. officer training must meet the following minimum criteria:

- Have demonstrated ability to relate and interact with children.
- Possess oral and written communication skills adaptable to age-specific audiences.
- Have good organizational skills.
- Be responsive to instruction.
- Have the ability to develop interpersonal relationships.
- Be prompt in meeting objectives.
- Be an exemplary role model in formal and informal situations.
- Refrain from sexual, racial, gender or ethnic stereotyping, or other insensitive remarks.
- Be committed to the careful replication of the program model.
- Have at least two years' experience as a full-time sworn law enforcement officer. Must fully meet the statutory requirements relating to police officers and be in good standing at the time of application.
- Have demonstrated attention to neatness and detail in personal appearance.
- Have demonstrated a desire to participate in the D.A.R.E. program and to be involved in drug abuse prevention activity.

- Does not have a history of unlawful drug use.
- Be flexible and able to handle the unexpected.
- It is highly recommended that he/she complete the Criminal Justice Standards and Training Commission (CJSTC) approved Instructor Techniques course.

It is highly recommended that he/she have earned at least an associate's degree (two year) from an accredited institution of higher learning, or its equivalent.

D. APPROVAL OF D.A.R.E. LAW ENFORCEMENT AGENCIES

All law enforcement agencies wishing to participate in D.A.R.E. must apply through the FDTP for agency approval to implement the D.A.R.E. program within their respective jurisdictions. In order to be eligible to receive D.A.R.E. program training of their officers and D.A.R.E. program materials, each applicant's agency, in partnership with the local school district, must agree to the following:

- The local law enforcement agency and school district shall implement the copyrighted D.A.R.E. program in its entirety.
- The D.A.R.E. program instruction shall be given in the exit grade of the elementary school unless otherwise authorized pursuant to the paragraph below.
- No D.A.R.E. program instruction shall be offered at a level other than the exit grade of the elementary school unless the school district and the law enforcement agency desiring to provide any such instruction have obtained prior approval for such instruction pursuant to the rules, policies, and procedures adopted by the FDTP.
- Each trained D.A.R.E. program officer shall teach in at least one elementary school or other grade as approved pursuant to the rules, policies, and procedures adopted in the school semester immediately following the D.A.R.E. program training he/she has attended.
- A commitment has been made by the local law enforcement agency and/or local school district to secure local resources to ensure that the program will continue.
- Each classroom teacher whose students will receive D.A.R.E. program instruction shall participate in an orientation session to become familiar with the concepts of the D.A.R.E. program.
- Funding made available for the purpose of this program shall not be used to supplant local funds or programs that would, in the absence of the D.A.R.E. program, be made available to suppress and prevent drug and alcohol use among school-aged children.
- Agencies should notify the FDTP in the event of any of the following conditions:
 - Officer(s) are removed from D.A.R.E. teaching status
 - Transfers
 - Terminations
 - New Hire(s)
 - Any incidents involving a D.A.R.E. officer that would negatively impact or bring discredit to the D.A.R.E. program.
- Substantial compliance with rules, policies, or procedures adopted by the FDTP.

The D.A.R.E. training program will issue a certificate of approval to the local law enforcement agency administrator, approving the agency to implement the D.A.R.E. program curriculum in the elementary school(s) within their respective jurisdiction.

E. D.A.R.E. OFFICER CANDIDATE APPLICATION PROCESS

There are guidelines for the application process for an officer's admission to D.A.R.E. officer training. The Florida D.A.R.E. Training Program (FDTP) shall give priority to local law enforcement agencies that allow for matching funds or joint funding from the federal government or other public or private sources.

- All officers shall meet the selection criteria in accordance with Section C. of the Florida Training Program Policy and Procedures Manual.
- To participate in Project D.A.R.E., each law enforcement agency and school system must agree to the contract included in the D.A.R.E. Officer Training Seminar Application, which lists the policy and procedures as developed by D.A.R.E. America, the D.A.R.E. Regional Training Program Advisory Board, FDTP and the Florida D.A.R.E. Board of Directors.
- Applicants can request D.A.R.E. officer training seminar applications from the FDTP or the D.A.R.E. statewide coordinator.
- All applications must be completed by the applicant, agency administrator, and the school district administrator prior to being processed by the FDTP.
- All applications shall be mailed to the FDTP for processing.
- Applications will be screened for minimum qualification and completeness.
- All accepted applicants will be notified, in writing, prior to their assigned D.A.R.E. officer training seminar, regarding the specifics of their responsibilities and requirements for the upcoming D.A.R.E. training.

F. CERTIFICATION REQUIREMENTS - BASIC TRAINING

The success of the D.A.R.E. program depends largely on the training of the D.A.R.E. officers. A carefully designed, comprehensive training course has been developed to prepare officers to deliver the curriculum. The minimum training requirements for an officer to teach the D.A.R.E. curriculum are listed below.

- In no instance shall an officer be authorized to deliver the D.A.R.E. curriculum without having first been approved by a recognized D.A.R.E. training program.
- The DOT seminar shall consist of a minimum of 80 hours of classroom instruction.
- Curriculum training will be conducted by instructors from the FDTP, comprised of officers who have completed all phases of mentor officer training (MOT).

- The DOT seminar is considered a primary duty assignment. Therefore, strict attendance, academic, dress and conduct codes will be enforced throughout the course of training.
- Class attendance must be 100 percent and is mandatory. Absence due to exigent circumstances must be approved by D.A.R.E. training staff.
- D.A.R.E. officer candidates will be required to stay overnight at the training site throughout the duration of the training. Special consideration may be given to an officer who resides within a 30-mile radius of the training site, upon request.
- Only those trainees who successfully demonstrate the knowledge, skills and abilities to teach the D.A.R.E. curriculum will be approved. Each trainee must be able to demonstrate the ability to appropriately respond to instruction; be prompt in meeting obligations; and motivate others and generate enthusiasm.
- The trainee must be able to relate effectively with others: peers, team members, training program staff, school personnel and children.
- Each trainee must be able to communicate effectively, both orally and in writing.
- The trainee must prepare, teach and meet the objectives of a 45-minute lesson, which will be evaluated by the training staff.
- Each trainee must demonstrate the ability to appropriately utilize teaching modalities, classroom management techniques, and instructional aids, to be evaluated by the training staff.
- During the school visitation portion of training, each trainee must demonstrate the ability to relate to fifth/sixth grade students, both in the classroom and in informal settings to be evaluated by the training staff.
- During the school visitation portion of training, each trainee must demonstrate the ability to relate to school staff personnel to be evaluated by the training staff.
- The final decision to pass the D.A.R.E. officer candidate rests with the FDTP.
- While in attendance, seminar participants will be under the functional supervision of the facilitator. Any serious problems will be reported immediately to the concerned officer's agency head or his/her designee.

G. ATTIRE FOR LOCAL SCHOOL CLASSROOM INSTRUCTION

The strength of the D.A.R.E. program is that it is taught by law enforcement officers. An important component of the curriculum is the rapport established between the officers and the children. The uniform aids greatly in that effort.

- All D.A.R.E. officers shall wear their agency's patrol uniform of the day when conducting D.A.R.E. lessons in the classroom.
- In every instance, officers will comply with their agency's policy concerning the wearing of a weapon in the classroom.
- All uniforms shall be clean and neatly pressed.

H. SEMINAR OBSERVERS

The D.A.R.E. program allows persons to attend D.A.R.E. training functions when such attendance will benefit the goals and objectives of the D.A.R.E. program.

- Any active D.A.R.E. officer may visit sessions of D.A.R.E. officer training seminars with the approval of the seminar facilitator. This provision does not apply to mentor officer training seminars.
- All other attendance at D.A.R.E. officer training or mentor officer training requires the prior approval of the seminar facilitator and the RTP director.
- Any person whose attendance would benefit the goals and objectives of the D.A.R.E. program may request to attend any portions of the D.A.R.E. officer training. A list of approved observers will be provided to the seminar facilitator prior to the seminar.
- No observers will be allowed to attend the officer's presentation of their assigned 45-minute lesson or the school site visit without approval of the facilitator.
- A list of approved observers for mentor officer training events will be provided to the seminar supervisor prior to the seminar. Observation of mentor officer training activities will be limited to:
 - State coordinators
 - State training coordinators
 - Representatives of the Training Program Policy Advisory Board
 - Representatives of other regional training programs
 - Educators who will be involved in D.A.R.E. officer training seminars
- Any exceptions to stated procedures will require the approval of the seminar facilitator or the regional training program director.
- Every attempt will be made to accommodate those who request to observe training events while minimizing disruption to seminar participants.

I. DE-SELECTION OF SEMINAR PARTICIPANTS

To preserve program integrity, candidates who cannot demonstrate proficiency in the knowledge, skills and abilities described below will not be approved.

- Causes of de-selection:
 - Inability to demonstrate minimum skills level
 - Lack of interest
 - Lack of program dedication
 - Display of attitudes that would adversely impact the program
 - Severe disciplinary infraction(s)
 - Inability to attend required class sessions.

- Documentation concerning causes listed in Section 1 will be the primary responsibility of the concerned participant's mentor. The *performance/certification* form will be utilized in every instance. The form must be completed and submitted on or before the final day of the seminar.
- The final determination for de-selection will be the responsibility of the statewide coordinator. That determination will be based on the documentation provided by the mentor and seminar facilitator. In no event will a mentor advise a participant that approval is to be withheld until the matter has been reviewed and decided by the seminar facilitator and the statewide coordinator.
- Upon determination of de-selection by the statewide coordinator, the mentor and the seminar facilitator will meet with the officer to explain the reason(s). Every effort will be made to respect the feelings of the officer, realizing that this can be a potentially embarrassing situation.
- It shall be the responsibility of the mentor and the seminar facilitator to ensure that the participant understands that if deselected, he/she is not eligible to teach the D.A.R.E. curriculum.
- To preserve program credibility, it is essential that after the de-selection decision is made the individual be immediately removed from active participant status.
- It shall be the responsibility of the mentor to ensure that the participant returns his/her copy of the D.A.R.E. Instructor Manual.
- It shall be the responsibility of the facilitator, after making a decision with the director, to provide immediate verbal notification to the participant's agency head or designee concerning the de-selection decision. Verbal notification will be followed by written notification documenting the reason(s).
- The facilitator will provide the appropriate documentation form to the director of the FDTP within five working days from the final day of the seminar.
- The facilitator will also document de-selection of the participant in the D.A.R.E. Officer Training "After Action Report."
- D.A.R.E. officer candidates who are de-selected may generally re-apply for enrollment in future D.A.R.E. officer training programs.

J. PROGRAM IMPLEMENTATION PROCESS

It is essential that the D.A.R.E. program be presented according to the program design. In order to maintain the success and integrity of the program the following procedures have been developed. The following steps are to be taken prior to D.A.R.E. being taught in a local school district.

- A letter of request shall be sent to the FDTP from a local law enforcement agency representative with the approval of a representative of the local school district.
- A meeting shall be conducted by the FDLE D.A.R.E. Statewide Coordinator to discuss the program goals, objectives and policy with administrators of the law enforcement agency and the local school district. The following should be present at the administrator's meeting:

- Superintendent of schools or designee
 - Sheriff or chief of police or designee
 - Prospective D.A.R.E. officer's immediate supervisor
 - FDLE regional coordinator
 - Principals of the prospective schools designated to receive the D.A.R.E. curriculum
- Each law enforcement agency and local school district must agree to the policy and procedures as developed by D.A.R.E. America, the D.A.R.E. Regional Training Program Advisory Board, and the Florida D.A.R.E. Training Program. This information is in the contract, which is included in the D.A.R.E. officer training seminar application.
 - All applications must be completed by the applicant, agency administrator and local school district administrator prior to being submitted to the FDTP for processing (see Section C - CRITERIA FOR SELECTION OF D.A.R.E. OFFICERS).
 - The FDLE D.A.R.E. statewide coordinator shall conduct a personal interview with the selected D.A.R.E. officer candidate.
 - The D.A.R.E. training program grants the program director authority to act on behalf of the training program in the event that action must be taken to add or delete a prospective officer from the D.A.R.E. officer training seminar.
 - The selected officer(s) shall attend and successfully complete the 80-hour D.A.R.E. officer training seminar to receive approval.
 - Each classroom teacher whose students will receive the D.A.R.E. program curriculum shall participate in a faculty orientation meeting designed to familiarize the teacher(s) with the contents of the D.A.R.E. program.
 - Each trained D.A.R.E. officer shall teach in at least one elementary school in the semester immediately following certification in the D.A.R.E. officer training seminar. Final approval is contingent upon the officer teaching the full 10-week core curriculum.

K. DISCIPLINARY/DE-CERTIFICATION RECOMMENDATIONS

To preserve the program's integrity, it is essential that the D.A.R.E. curriculum be delivered by only those officers who have demonstrated the knowledge, attitudes and skills to effectively teach children, and who are committed to teaching the program in accordance with the program design.

- The FDTP shall be responsible for ensuring that the integrity and continuity of the D.A.R.E. program be preserved by Florida agencies that have adopted the D.A.R.E. program.
- The FDTP shall be responsible for all D.A.R.E. officer processes within the state involving inquiry and review of allegations, program violators and disciplinary/de-certification recommendations.
- The FDLE D.A.R.E. statewide coordinator shall be responsible for monitoring D.A.R.E. programs throughout the state to ensure that the curriculum is being effectively presented in a manner consistent with program design.

- It shall be the responsibility of the FDLE D.A.R.E. statewide coordinator to provide assistance to agencies, schools, and officers to correct any situation deemed as an actual or potential threat to the program name, or that will threaten the success of program objectives.
- The D.A.R.E. statewide coordinator shall initiate an investigation and make a report of the findings to the D.A.R.E. agency or officer. Program violations may include but are not limited to the following:
 - Inappropriate use of the D.A.R.E. name, logo, and copyright-protected materials;
 - Failure to comply with established policy and procedure directives; or
 - Repeated failure to deliver the curriculum according to the program design.

The steps for investigating allegations for repeated failure to deliver lessons according to program design are as follows:

- The officer is observed by the FDLE D.A.R.E. statewide coordinator. If the lesson has not been taught adequately, the staff person must point out the errors to the officer and offer solutions.
- A second observation is to be conducted by the same staff person within 30 days or as soon as possible. If the same problem exists, the statewide coordinator will:
 - Make the D.A.R.E. officer aware of the uncorrected problem.
 - Make the D.A.R.E. officer's chief or sheriff aware of the concerns regarding the two observations. This is to be done in a conference with the officer and his/her agency head or designee.
- The FDLE D.A.R.E. statewide coordinator will advise the officer and agency head or designee of the Florida D.A.R.E. Board's procedure for de-selection. It shall be the responsibility of the Florida D.A.R.E. statewide coordinator to investigate all reports related to items in the section above. All findings will be carefully documented by the staff of the FDTP. Every effort will be made to cooperate with and assist a D.A.R.E. agency and/or officer in achieving a satisfactory resolution to the problem.
- In the event that satisfactory resolution cannot be achieved, the Florida D.A.R.E. training program shall meet to review the findings. The date, time and scheduled meeting place will be provided in writing to the D.A.R.E. officer and agency head.
- All documentation and recommended action(s) will be presented to members of the Florida D.A.R.E. training program for review and concurrence. The FDTP will also consider any information submitted by the agency and/or officer involved. The FDTP upon a majority vote of concurrence, will determine whether to recommend an agency or officer for disciplinary action or de-certification.
- In the event of a decision to recommend disciplinary action or de-certification, the Florida D.A.R.E. Training Program will immediately provide written notification of the action taken to all concerned parties.
- If the D.A.R.E. training program votes to recommend disciplinary action or de-certification, they will submit their recommendations in writing to D.A.R.E. America for review within 30 days of the vote. A copy will also be sent to the D.A.R.E officer and agency head.

- The DRTAB shall be responsible for establishing and overseeing any and all appeal procedures. Any action taken by the D.A.R.E. statewide coordinator, or D.A.R.E. training program (suspension of teaching, etc.), shall stand, pending any appeal. A D.A.R.E. officer may appeal the decision in the following manner:

If less than de-certification is recommended:

- The concerned officer must make a written appeal within 30 days from the time action taken to the director of the jurisdictional regional training program.
- The statewide regional coordinator will review the appeal and respond within 30 days from the date the appeal is received.

L. USE OF THE D.A.R.E. COPYRIGHT-PROTECTED MATERIALS

To preserve the integrity of the D.A.R.E. curriculum, it is essential to control the use of the program name, logo, curriculum and other copyrighted-protected materials. The D.A.R.E. training program name, logo, curriculum and other specific materials are protected by copyright and trademark law.

- Any use of the D.A.R.E. name, logo, curriculum and/or other copyrighted materials must be authorized in writing. The FDTP will provide assistance and information about this requirement upon request.
- The use of items bearing the D.A.R.E. name or logo is limited to those agencies whose officers have been approved by a recognized D.A.R.E. training program.
- The D.A.R.E. curriculum will be delivered only by law enforcement officers who are currently recognized by a D.A.R.E. training program.
- Any reproduction of the D.A.R.E. curriculum is strictly prohibited without the written consent by D.A.R.E. America.
- The association of the D.A.R.E. name with any acts of fund-raising requires caution. Agencies are asked to ensure that individuals and firms who offer to perform fund-raising activities on behalf of D.A.R.E. be carefully investigated. Every fund-raising activity must reflect favorably on the D.A.R.E. name.
- Any violation of copyright and trademark regulations may be subject to legal action.

M. REPORTING CONFIDENTIAL STUDENT DISCLOSURES

D.A.R.E. officers, just as teachers, health and social professionals, have certain mandated reporting responsibilities prescribed by law. D.A.R.E. officers are selected because of their special ability to communicate with children and their desire to improve the child's social and coping skills. Officers should be aware that in their position as D.A.R.E. instructors, they become role models and will develop relationships of trust with the students they teach and the community they serve. To avoid any situations that might be detrimental to the officer or

the D.A.R.E. program, officers should remember that D.A.R.E. is an educational program and not to be used or viewed as a law enforcement or intelligence tool.

- The D.A.R.E. officer shall not utilize students as sources for the purpose of developing criminal intelligence information.
- Should the D.A.R.E. officer be the recipient of information regarding criminal activity, or other matters involving school students, he/she shall inform the school's chief administrator and the officer's immediate supervisor of the information in accordance with school and law enforcement agency policy.

N. USE OF GUEST SPEAKERS IN THE LOCAL SCHOOL CLASSROOM

The D.A.R.E. curriculum is designed to be taught by uniformed law enforcement officers. Therefore, the use of outside speakers during the presentation of the 10-week curriculum is not acceptable.

Officers are often approached by recovering addicts who offer their time to address young people with their personal testimony about drug use. Students receive "mixed messages" which can result in confusion. For that reason, both the national and statewide D.A.R.E. programs maintain a rigid policy which discourages the use of recovering addicts in the classroom.

- The use of outside speakers during formal D.A.R.E. lessons is highly discouraged.
- While recovering addicts have an important role to play in intervention and treatment programs, their role in prevention efforts can have negative results. Therefore, recovering addicts shall not be used in the D.A.R.E. program.
- D.A.R.E. officers must exercise great care in the selection of guest speakers for culmination ceremonies. A guest speaker must be a positive role model, one for whom the children and guests can have high respect.

O. FACULTY/ TEACHER ORIENTATION

Each classroom teacher whose students will receive D.A.R.E. program instruction shall participate in an orientation session to become familiar with the concepts of the D.A.R.E. program. For D.A.R.E. to be effective, a partnership must exist between the D.A.R.E. officer, classroom teachers and school administrators.

- The D.A.R.E. officer shall consult with the school principal to schedule a teacher orientation meeting prior to the beginning of each semester or 10-week curriculum.
- The orientation will be mandatory for exit grade teachers hosting the D.A.R.E. curriculum. Teachers in the lower grade levels (K-4) may also be present at this meeting. This will allow the classroom teachers time to coordinate their schedules with the D.A.R.E. officer.
- The orientation may be held in conjunction with or as part of a regularly scheduled faculty meeting.

- The D.A.R.E. officer shall explain to the faculty the importance of the teacher remaining in the classroom while the D.A.R.E. officer is present, as the teacher is ultimately responsible for the students.
- The D.A.R.E. officer also shall explain the teacher's responsibility in assisting the officer with role-play exercises and ensuring that the students complete D.A.R.E. homework assignments.

P. OFFICER OBSERVATION

To ensure that the D.A.R.E. curriculum will be effective in providing children with the knowledge, attitudes and skills necessary to effectively resist the pressure to experiment with and use harmful substances, it is necessary that officers who are or will be delivering the curriculum demonstrate their skills to effectively communicate with children and demonstrate their commitment to program integrity and continuity. Performance assessments serve as the primary means for ensuring that D.A.R.E. officers are effectively delivering the curriculum. The following procedures are designed to assess the performance of D.A.R.E. officers.

- The knowledge, attitudes and skills of officers attending the basic 80-hour D.A.R.E. officer training seminar will be evaluated by the training staff throughout the seminar. At the conclusion of the seminar, a performance evaluation will be provided to each officer's agency.
- Participants who fail to demonstrate the basic knowledge, attitudes and skills necessary to effectively deliver the curriculum shall not be approved. In those instances, documentation will be provided by the D.A.R.E. program director to the officer's agency head, outlining the reasons for non-approval.
- Approved D.A.R.E. officers may be visited by the statewide coordinator or training program education advisor at any time.
 - Visiting training program staff members will notify the school upon arrival and obtain permission to attend the D.A.R.E. officer's class.
 - Visiting training program staff members will discuss results of the classroom observations with the officer.
- Major deficiencies/problems will be documented and reported to the D.A.R.E. statewide coordinator. The statewide coordinator will work closely with the concerned agency to resolve any issues which require corrective action.
- D.A.R.E. officers who demonstrate an unwillingness or inability to resolve issues related to program integrity are subject to de-selection.

Q. RULES OF CONDUCT FOR D.A.R.E. OFFICERS

D.A.R.E. is no longer a program known only at the state or local level. The D.A.R.E. logo is known by millions of children across the country and around the world. Maintaining the continuity and integrity of the national D.A.R.E. program is the responsibility of the FDTP. Becoming a D.A.R.E. officer is a privilege, not a right. The D.A.R.E. Officer's Code of

Conduct will ensure officers present themselves as positive role models to the students they teach and the community they serve:

- Every officer who successfully completes the 80-hour D.A.R.E. Officer Training (DOT) shall be required to comply with the D.A.R.E. Code of Conduct. A copy of the Code of Conduct shall be given to each officer.
- The written Code of Conduct shall act as a guide to officers when representing the D.A.R.E. program.
- This policy will be reviewed at each 80-hour DOT during an appropriate block of instruction.

R. IN-SERVICE TRAINING

In-service training provides many benefits to D.A.R.E. officers: updating the curriculum, reinforcement of knowledge and skills learned during the D.A.R.E. Officer Training Seminar; exchange of ideas with other officers; new information offered by guest instructors; and the opportunity to network with other D.A.R.E. officers. Each of the benefits is essential to Program Services.

- In order to teach the D.A.R.E. curriculum, a D.A.R.E. officer must maintain active status.
- D.A.R.E. officers who fail to teach the D.A.R.E. curriculum within a period of two years will be placed in an inactive status.
- D.A.R.E. officers who are placed in an inactive status cannot teach the D.A.R.E. curriculum until they are reinstated in active status.
- D.A.R.E. officers in an inactive status must attend the first week of the DOT seminar to reinstate their active status.
- The D.A.R.E. officer will attend additional in-service training sessions as determined by the FDTP or D.A.R.E. America.
- It is highly recommended that the D.A.R.E. officers attend the Florida D.A.R.E. Officers Association (F.D.O.A.) Annual Training Conference and the D.A.R.E. America International Training Conference for additional training.

S. MINIMUM EXPERIENCE REQUIREMENTS FOR SPECIAL CURRICULA TRAINING

Because experience is the foundation for future success, it is important for D.A.R.E. officers to have a firm grasp of the core curriculum concepts before attempting to instruct specialty curricula. Specialty curricula have been developed to reinforce the core curriculum. Currently, the term “specialty curricula” includes senior high and parent training programs.

It is important that officers who are chosen to train other officers in a specialty curriculum have experience teaching that curriculum.

- An officer must be an approved D.A.R.E. officer and must have completed two semesters in teaching the D.A.R.E. core curriculum in order to attend training in a specialty curriculum.

- An officer must have completed teaching two sessions of the same curriculum in the classroom and have completed all phases of the mentor officer training (MOT) to instruct in a specialty curriculum training seminar.

T. MENTOR OFFICER/TRAINING STAFF - SELECTION & CERTIFICATION CRITERIA

A significant factor in the success of the D.A.R.E. program rests on the quality training offered to officers who will be teaching in the classroom. For that reason, it is imperative that the training be conducted by competent and dedicated staff.

- The training staff will be composed of experienced law enforcement officers who are experienced D.A.R.E. officers and who have successfully completed all phases of the mentor officer training course. These officers must demonstrate exceptional talents and qualities that have been identified as necessary to successfully carry out the responsibilities associated with training both children and adults.
- The nomination of training staff instructors is accomplished in two ways: [1] by recommendation of the training staff personnel, and/or [2] by application of interested officers.
 - Law enforcement agencies with officers interested in D.A.R.E. mentor officer training (MOT) shall submit a request for mentor officer training to the FDTP. Such application will be made on agency letterhead, under the signature of the department head.
 - The FDTP will receive and process all MOT applications, interview each MOT applicant, observe his/her lessons and presentation, and present the candidates' application to D.A.R.E. America, for recommendation or disapproval for mentor officer training.
 - Law enforcement agencies requesting MOT officer approval will enter into an agreement with the D.A.R.E. training program to allow the MOT officer to assist the FDTP with the following responsibilities:
 - Training D.A.R.E. officers
 - All other MOT responsibilities the FDTP and national D.A.R.E. standards require.
- A minimum of four semesters teaching experience as a D.A.R.E. officer is required for an application to be considered. The applicant must have taught no fewer than twelve core classes.
- Prior to selection, an authorized agent of each candidate's department will sign a contract with the FDTP, stating the conditions of availability of the candidate to participate in training activities.
- Upon selection, the candidate will be assigned to the next available mentor officer training seminar.
- Prior to achieving permanent status, each mentor must meet the following conditions:

- Possess a certificate of completion for the 40-hour mentor officer training (MOT) from D.A.R.E. America.
- The mentor officer shall serve an apprenticeship under the supervision of a senior mentor and observe a complete 80-hour DOT seminar. In addition, the mentor officer will teach in an 80-hour DOT. Upon a completion of a performance observation, a senior mentor may make the recommendation for certification of the mentor trainee to the FDTP.
- Recommendation reviews by the FDTP will result in a determination of one of the following:
 - **Approval:** Entitles the candidate to full designation as a mentor officer with all the rights and responsibilities of that title.
 - **Conditional approval:** Requires that certain additional conditions must be satisfied by the candidate prior to full approval. This may entail remedial training, additional apprentice time, or continued senior mentor officer supervision.
 - **Non-Approval:** Withholds a candidate's approval based upon the officer's failure to comply with performance standards, violation of the curriculum, or otherwise not possessing the talents necessary to be a mentor.
- The FDTP maintains the responsibility to monitor approved mentors to ensure compliance with the curriculum and performance standards.
- D.A.R.E. America is responsible for issuing D.A.R.E. mentor officer approval notification.

NOTE: FDTPs may require additional training prior to approving individual officers within their region as mentor officers.

U. DE-SELECTION/DE-CERTIFICATION PROCESS - MENTOR OFFICER

It shall be the policy of the FDTP to provide quality training. Success in reaching this goal is largely dependent upon the proper selection and maintenance of a quality mentor staff. Selection to serve as a mentor on the D.A.R.E. training staff is an honor; at the same time an officer selected to serve on the staff must be willing to assume the obligations which go with the honor.

- Mentor officers must display the ability to effectively train and develop future D.A.R.E. officers. It shall be the responsibility of the seminar facilitator to document any serious deficiencies in staff performance and bring them to the attention of D.A.R.E. America. Such information will serve to initiate:
 - Remedial in-service training development activities
 - Needed policies and procedures
 - Needed individual development activities to correct deficiencies
 - Counseling
 - Mentor de-certification

- Mentor officers must display the ability to serve as positive role models, both inside and outside the formal seminar settings.
- Mentor officers must avoid any action or combination of actions which would bring discredit upon the D.A.R.E. program or the training program.
- It is incumbent upon each training staff member to participate in monitoring the activities of the training staff and report to the director situations which potentially:
 - Have a negative impact on the development of future D.A.R.E. officers; or
 - Bring discredit to the D.A.R.E. program or the Florida D.A.R.E. Training Program.
- D.A.R.E. America shall investigate all reports of incompetence or conduct violations.
- D.A.R.E. America shall determine and initiate the appropriate alternative(s) listed above.
- In the event of de-certification, D.A.R.E. America shall notify the involved mentor and his/her agency head, documenting the reasons for the action taken.
- De-certification of a mentor officer does not necessarily result in de-certification as a D.A.R.E. officer. However, if misconduct could negatively impact the D.A.R.E. Program, this issue will be addressed.
- It is extremely important that all pertinent information be documented by supervisory and administrative personnel.

V. MINIMUM SERVICE REQUIREMENTS - TRAINING STAFF

The FDTP utilizes a multi-agency training staff to provide quality D.A.R.E. officer certification training. Training staff members have received special skills training. However, if these skills are not employed on a regular basis, they will deteriorate. To ensure that only the highest quality training is offered by the staff of the FDTP, the minimum standards below must be established.

- Mentor officers shall be required to participate as a member of a training team in at least one D.A.R.E. training within a consecutive 12-month period in order to maintain their MOT status. It shall be the responsibility of the state training program (STP) and state D.A.R.E. coordinator to monitor compliance with this requirement.
- A staff member whose certification lapses will be notified in writing by the director of the training program.
- To reinstate lapsed certification, a training staff member will be required to observe a minimum of one DOT under the supervision of a certified mentor officer.
- Upon recommendation of the supervising mentor officer, the director may reinstate the certification.
- Mentor officers must display the ability to effectively train and develop future D.A.R.E. officers. It shall be the responsibility of the seminar facilitator to document any serious deficiencies in a mentor's performance and bring them to the attention of the state coordinator and/or RTP director.

- If the mentor officer is part of a mobile training cadre, the seminar supervisor shall also report the deficiency to the mentor officer's agency.

W. SALARY INCENTIVE AND MANDATORY RETRAINING CREDITS

Drug Abuse Resistance Education (D.A.R.E.) has been approved by the Florida Criminal Justice Standards and Training Commission (CJSTC) as an advanced training course and, as such, is eligible for salary incentive or mandatory retraining credit.

- The Florida D.A.R.E. Training Program (FDTP) shall send to each applicant approved to attend the D.A.R.E. officer training seminar a CJSTC-15A form to be completed and signed by the agency head or his/her designee.
- The agency must return the completed CJSTC-15A form to the FDTP for processing salary incentive credits. If the applicant desires mandatory retraining credit instead of salary incentive credit, the agency may complete a mandatory retraining report form (CJSTC-74).
- Upon receipt of the completed CJSTC-15A form by the FDTP, it shall be placed in the D.A.R.E. officer training course file. A grade sheet from the FDTP must be forwarded to CJSTC staff in order for an officer to receive salary incentive credit.
- The following documents must be included in the D.A.R.E. officer training course file and submitted to the FDLE Training Academy at the completion of the D.A.R.E. officer training seminar.
 - Course agenda
 - Date(s) offered
 - Names of students and attendance roster
 - CJSTC-67 Training report form
 - Test scores, exam log, completed exams
 - Course content
 - Instructor certification list
 - Course and instructor evaluation
- After the course file has been reviewed by the FDLE Training Academy and salary incentive credit given to the officer, The Division of Standards and Training may audit the course file in accordance with Section E of the Criminal Justice Policies and Procedures Manual.
- The Division of Criminal Justice Standards and Training will send a CJSTC Advanced Course Certificate to all officers who have completed the D.A.R.E. officer training and are eligible to receive salary incentive credits.

X. D.A.R.E. OFFICER STATUS - SPECIAL CIRCUMSTANCES

In order for D.A.R.E. officers to teach the D.A.R.E. curriculum in Florida, it is imperative that they meet and maintain certain requirements.

Florida D.A.R.E. officers must adhere to the following special circumstances:

- In order for a D.A.R.E. officer to teach the D.A.R.E. curriculum in the state of Florida, he/she must maintain an active status. A D.A.R.E. officer must teach the D.A.R.E. curriculum at least once within a two-year period.
- D.A.R.E. officers who do not teach the D.A.R.E. curriculum within a two-year period will revert to an inactive status.
- A D.A.R.E. officer in an inactive status may reactivate his/her status by attending remedial training. Remedial training consists of attending the first week of the DOT seminar.

Out-of-State Transfers:

- A D.A.R.E. officer who transfers to Florida from an out-of-state jurisdiction must have his/her employing agency petition the FDTP to be placed on active status in Florida.
- The FDTP will then request the appropriate training documents from the originating training program. Upon receipt and review of the training documents, the FDTP will notify the D.A.R.E. officer of the approval to teach the D.A.R.E. curriculum in Florida.
- Should a D.A.R.E. officer transfer from out of state, and desire to receive salary incentive credits, a CJSTC-15A form must be completed and signed by the employing agency head and sent to the FDTP for processing. The D.A.R.E. officer must also pass a written examination administered by the FDTP, provided the officer completed D.A.R.E. officer training after October 1, 1993.

Florida D.A.R.E. Officers who Receive Certification from an Out-of-State Training Program

- This out-of-state training can be accomplished via an inter-regional training request completed by the agency head and approved by the FDTP.
- Upon successful completion of the out-of-state training, the FDTP shall be notified and all pertinent documents will be maintained in the FDTP training files.
- D.A.R.E. officers who receive their D.A.R.E. training from an out-of-state training program, and wish to receive salary incentive credits, must complete a CJSTC-15A form and send it to the FDTP for processing.
- D.A.R.E. officers who receive their D.A.R.E. training from an out-of-state training program and request salary incentive credits must pass a written examination administered by the FDTP and submit a CJSTC-15A form.

Y. MONITORING THE D.A.R.E. OFFICER

To maintain the integrity of the D.A.R.E. program, the D.A.R.E. officer will be observed and monitored on a regular basis as required by the FDTP.

- School administrators who host the D.A.R.E. program will appoint a staff representative to evaluate the D.A.R.E. officer. The evaluation will be provided by the FDLE DTP to the D.A.R.E. officer. It is the responsibility of the D.A.R.E. officer to ensure the evaluation is completed and returned to the D.A.R.E. officer's regional coordinator.
- A D.A.R.E. officer who fails to maintain adherence to D.A.R.E. officer qualifications, selection criteria or otherwise brings discredit on the D.A.R.E. program will be reported by the FDTP to D.A.R.E. America for disqualification as a D.A.R.E. officer.
- The FDTP will provide a report with recommendations to D.A.R.E. America regarding de-selection of officers in Florida, as required by D.A.R.E. America. The FDTP will take immediate action by articulating a letter to the D.A.R.E. officer's agency administrator pending the outcome of the FDTP and the officer's agency findings.

Z. RECOGNITION AWARDS

The D.A.R.E. program enjoys a great deal of support from both the private and corporate sectors. It is very important that support of the D.A.R.E. program is appropriately recognized. Such recognition is not only an expected courtesy but is instrumental in generating future support.

Recognition for support given to local D.A.R.E. programs shall be the responsibility of the local D.A.R.E. program. In some cases, a simple letter of appreciation is appropriate; in other cases a more elaborate form of recognition, such as a plaque or trophy, may be warranted.

- Each D.A.R.E. agency is encouraged to develop policy and procedures to govern the appropriate response to gifts and donations to the local D.A.R.E. Program.
- The Agency Contact Person may request the Statewide Coordinator or Program Director to issue a **Certificate of Appreciation** for gifts and donations to local D.A.R.E. Programs.
- The Program Director or the Statewide Coordinator shall appropriately recognize support given to the Florida D.A.R.E. program.

AA. STAFF CONDUCT

The primary training methodology utilized in D.A.R.E. training is modeling. Therefore, it is imperative that every action on the part of a training staff member be professional and beyond reproach. Professional conduct on the part of each training staff member is deemed an essential ingredient to program credibility and success.

- While it is a part of the D.A.R.E. training model to generate enthusiasm and team spirit, every effort will be made by each training program instructor to conduct himself/herself in a manner that reflects the highest standards of professionalism.
 - Staff instructors are asked to limit conversations in the classroom during presentations; this can be very distracting.
 - Staff instructors are asked to refrain from interrupting a formal presentation unless the presenter invites comments. Of course, there may be exceptions to this rule; however, it must be realized that such interruptions can be very distracting to both the instructor and the participants.
- D.A.R.E. is a substance abuse prevention curriculum. Therefore, public consumption of alcohol by the training staff throughout the seminar is a potentially damaging activity. This directive falls short of prohibition; however, because of the negative implications regarding public consumption of alcohol during training events, training staff members shall not participate in the public consumption of alcohol at the D.A.R.E. training facility.
- The use of profanity and vulgarity during classroom presentations is unprofessional and reflects negatively on the program. Instructors shall refrain from the use of such language during presentations or any other informal training sessions.
- Instructors shall refrain from the use of ethnic, racial or sexual references or inference that would potentially offend any participants or visitors present in or outside the training classroom.
- Instructors are asked to refrain from consuming coffee or other beverages when conducting a formal classroom presentation. This does not apply to informal activities, such as brief announcements, conducting the morning competition, or announcements.
- The training staff is reminded that actions outside the classroom are often as important as those inside the classroom. Every action, both inside and outside the classroom, is modeling.
- It shall be the responsibility of the seminar facilitator to ensure that the provisions of this directive are met.