

CHAPTER 119
D.A.R.E. PROGRAM

DISCUSSION: The purpose of this chapter is to establish guidelines for the organization, duties, typical tasks and minimum qualifications or criteria for selection of D.A.R.E. Officers. Also cover the utilization, supervision and planning and implementation of the Hattiesburg Police Department's D.A.R.E. program into the Hattiesburg public school system. The D.A.R.E. unit of the Hattiesburg Police Department operates out of the Community Relations Division and follows the chain of command appropriate for this division and assignment (reference Organizational Chart).

119.1 PURPOSE / ORGANIZATION

119.1.1 Purpose

- A. D.A.R.E. (Drug Abuse Resistance Education) is a collaborated effort by D.A.R.E. certified law enforcement officers, educators, students, parents, and community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. The emphasis of the "Officers Guide to D.A.R.E. to Resist Drugs and violence Student Workbook, Grades 5-6", is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants, or other drugs or to engage in violence.
- B. The DARE program offers preventative strategies to enhance those protective factors, especially bonding to the family, school, and community, which appear to foster the development of resiliency in young people who may be at risk for substance abuse or other problem behaviors. These strategies focus on the development of social competence, communication skills, self-esteem, empathy, and decision making, conflict resolution, sense of purpose and independence and positive alternative activities to drug abuse and other destructive behaviors.

119.1.2 Organization

- A. The program content for DARE is organized into seventeen 45 to 60 minute lesson plans to be taught by a law enforcement officer. A specially trained officer is assigned to the school one day a week for one semester to conduct weekly lessons in grades 5 or 6. Student participation in the DARE program may be incorporated as an integral part of the school's curricular offering in health, science, social studies, language arts, and other subject(s) as appropriates. The classroom teacher should maintain a supportive role in classroom management while the officer is teaching and should incorporate DARE program participation by students as an integral part of the students' final evaluation.
- B. Peer leadership (interactive group participation) DARE offers a variety of interactive, group-participation, cooperative-learning activities which are designed to encourage students to solve problems of major importance in their lives. An important element of

DARE is the use of student leaders who do not use drugs as positive role models in influencing younger students.

C. Culminating activity

The last lesson of DARE is a culminating assembly-type activity to which all classes involved in DARE are invited. This event provides an opportunity for recognition of the student leaders and all the students and staff who participated in the program. The scheduling of an event of this nature requires the approval of the school principal and planning by the DARE officer.

D. Comprehensive program approach

The DARE program offered in concert with other school-based prevention activities and intervention strategies for identification, early intervention and aftercare support of students at risk for substance abuse, may be viewed as a comprehensive substance abuse program that meets the goals of the federal Drug-Free Schools and Communities Act. A comprehensive program within the school offers such educational activities as the following to heighten awareness and knowledge about alcohol and other drugs dependencies:

1. Planning and implementation of the school behavior code that includes guidelines concerning the possession or use of tobacco, alcohol, and other drugs.
2. A comprehensive program of instruction of the harmful effects of alcohol tobacco and other drugs that are commonly abused. The program is sequential and grade appropriate for kindergarten through grade 6. Ideally, this instruction should be offered as an integral part of the schools comprehensive health curriculum.
3. Faculty in service training.
4. Instruction by DARE Officer in target classrooms.
5. Interest Groups
6. Parent outreach and support.

E. Cooperative learning:

1. Cooperative learning is an important strategy that is used throughout the DARE lessons. It is the DARE Officers responsibility to consult with the classroom teacher concerning the assigning of students to cooperative-learning groups. Learning to function as a responsible, sharing member of a group and to participate in cooperative problem solving is a key factor in helping students meet their needs for affection, recognition, respect, and feelings of self-worth.
2. Cooperative learning involves students of all ability levels working in learning

groups controlled by the instructor in size, membership, purpose and duration. Small groups of students (usually no more than 6) work together, each student contributing to the achievement of the task objective.

3. In preparation for instructing the DARE lessons, each officer that teaches participates in a two week, eighty hour training seminar. The training addresses classroom management, teaching methodologies and strategies, communication skills, adolescent development, drug information, instruction of the 17 DARE lessons and other areas necessary for providing quality officer training.

F. Counseling

The DARE Officer does not actively seek out individual students for counseling; however if approached by a student with a problem, the officer may act as a counselor or refer the student to the proper person(s) or organization.

119.2 D.A.R.E. OFFICER

119.2.1 Duties

To teach children in public and private school systems about Drug Abuse Resistance Education. This is a seventeen week program that requires the officer to be able to work well with youth and adults. The officer must be prepared to speak to many groups and organizations within the community and explain the role of law enforcement in society.

119.2.2 Typical Tasks

The DARE Officer must be able to control a classroom environment in a non-law enforcement role; willing to work with the teaching staff at the schools and work with civic and church groups, ranging in size from three people to as many as two hundred or more; writing and preparing class schedules and reports; and performing related tasks as required.

119.2.3 Minimum Qualifications

The DARE Officer must be a full-time law enforcement officer (Board on Law Enforcement Officer Standards and Training certification required) ; have minimum of two years of experience; must not have received a level 3 disciplinary action; willingness to accept the assignment and must complete a two-week, eighty hour plus training course.

119.2.4 Selection Criteria for DARE Officer

- A. Demonstrate ability to relate to children.
- B. Oral and written communication skills adaptable to age-specific audiences.
- C. Ability to organize.
- D. Responsiveness to instruction.

- E. Ability to develop interpersonal relationships.
- F. Promptness.
- G. Exemplary role model on formal and informal situations.
- H. One who refrains from sexual, racial, stereotyping or insensitive remarks.
- I. Committed to the careful replication of the program model.
- J. Have at least 2 years street experience as a full-time sworn law enforcement officer (2 years post Law Enforcement Academy training). Must fully meet the statutory requirements by law to be a full-time law enforcement officer and employed as such.
- K. Recommended that he/she have earned at least an associate (two year) degree from an accredited institution of higher learning.
- L. Have demonstrated attention to neatness and detail in personal appearance.
- M. Have demonstrated a desire to participate in the DARE program and to be involved in drug abuse prevention activity.

119.2.5 Responsibilities

- A. Meet with school principal where DARE will be presented, to arrange times to be in schools.
- B. Meet with the teaching staff and prepare a class schedule for the core class to be taught.
- C. Arrange classes to be taught so as to cover all students in the core grade.
- D. Develop a working relationship with the school staff.
- E. Plan and hold a DARE Graduation ceremony after 17 week lesson plan has been taught.
- F. To remain DARE certified you must teach at least 1 core class per school year.
- G. Follow the curriculum/lesson plans as presented by The Los Angeles Unified School District D.A.R.E. America. Including but not limited to:
 - 1. "Officers Guide to D.A.R.E".
 - 2. "To Resist Drugs and Violence", Student Workbook, Grades 5-6.
- H. Alternate schools (6th grade at Grace Christian Elementary and Lillie Burney)