

Policy and Procedures Statement

Number: MD-90-01 **Date:** 6/90 **Revised:** 11/00

Subject: Establishment of Policy and Procedures Manual

Purpose: The purpose of this directive is to provide clear operating guidelines to all Maryland D.A.R.E. Instructors, Supervisors, and Administrators.

Policy: Under the authority of the Maryland Police and Correctional Training Commissions, the Maryland Community Crime Prevention Institute (M.C.C.P.I.) and the State D.A.R.E. Coordinator will issue policy and procedures directives in accordance with those of D.A.R.E. America, Inc. whenever it is deemed appropriate for program efficiency and effectiveness. Policies and Procedures are intended to assist the D.A.R.E. Instructors, Supervisors, and Administrators in carrying out their roles and responsibilities.

- Directive:**
1. Policy and Procedures directives will be uniformly formatted, consisting of:
 - A. A numerical designator that will facilitate distribution, filing, and referencing of directives.
 1. All directives will be preceded by the letters MD, indicating that they are a policy of the State of Maryland.
 2. A numerical designator, the first two digits of which will indicate the year established, followed by the two-digit identifier (i.e., MD-90-01).
 3. A numerical designator containing the letter "T" between MD and the digits identifies a Training Staff Directive.
 4. A numerical designator containing the letter "S" between MD and the digits identifies an Administrative Staff Directive.
 - B. The "Purpose" statement simply establishes the reason for the directive.
 - C. The "Policy" statement reflects management's attitude or philosophy concerning the subject of the directive.
 - D. The "Directive" provides procedural guidelines that will assist the officer, supervisor, or administrator in carrying out the program policies at the local level.
 2. Each D.A.R.E. Officer is expected to maintain a current Policy and Procedures Manual, and operate the local programs accordingly.
 3. The State Coordinator shall establish a procedure for ensuring that all D.A.R.E. Instructors receive additions, deletions, and modifications to directives in a timely fashion.

Policy and Procedures Statement

Number:	MD-90-02	Date: 11/89	Revised: 3/10
Subject:	Definitions		
Purpose:	The purpose of this directive is to define commonly used terms that appear throughout the Policy and Procedures Manual.		
Policy:	Policies and procedures must be clear and concise. To enhance clarity of the directives, it is necessary that all persons have a common understanding of terminology used to describe program activities.		
Directive:	The following definitions will govern interpretation of directives contained in the Policy and Procedures Manual.		
<u>Administrator Appraisal:</u>	<i>An evaluation form that is part of the Statewide Evaluation System. It allows school administrators to assess program impact on their school campus, and report the assessment to the State Coordinator's Office. Results are included in the Annual Report, and used to assess training needs.</i>		
<u>Agency Coordinator:</u>	<i>An individual selected by a participating agency who serves as a liaison with D.A.R.E. program personnel.</i>		
<u>Annual Report:</u>	<i>A detailed synopsis of the Statewide D.A.R.E. Program activities for a school year. It is compiled, published, and distributed by the State Coordinator each year. The report details the quality, quantity, and effectiveness of the program on a state and local level.</i>		
<u>M.D.O.A.:</u>	<i>The Maryland D.A.R.E. Officers' Association is a non-profit fraternal organization that supports D.A.R.E. programs Statewide. Its members include, but are not limited to, D.A.R.E. Officers, Educators, business and community leaders.</i>		
<u>Certification:</u>	<i>Authorization to deliver specified D.A.R.E. Curricula.</i>		
<u>Continuity:</u>	<i>Step by step building block approach to presenting curriculum concepts.</i>		
<u>Copyright:</u>	<i>Exclusive right to the use of commercial print granted and protected by law.</i>		
<u>Curriculum:</u>	<i>Program design; a structured approach to delivering the D.A.R.E. lessons.</i>		
<u>D.A.R.E.:</u>	<i>Drug Abuse Resistance Education is an internationally renowned prevention education program provided by certified instructors, usually law enforcement officers, for the purpose of reducing the incidence of drug abuse and violent behaviors among youth.</i>		
<u>D.A.R.E. America:</u>	<i>National parent organization, governed by a Board of Directors, and supported by advisory boards; holds legal authority to copyrights and trademarks; establishes operational regulations, and training mandates nationally, directs state and local D.A.R.E. programs through Regional Deputy Directors.</i>		

<u>D.A.R.E. Instructor:</u>	<i>Current or retired Law enforcement officer who is D.O.T. certified. D.A.R.E. America may authorize other agency personnel such as U.S. Military for D.O.T. consideration.</i>
<u>D.A.R.E. Officer Training (DOT):</u>	<i>An eighty-hour basic training course provided by an accredited D.A.R.E. Training Center that certifies an officer/deputy to deliver D.A.R.E. programs.</i>
<u>Decertification:</u>	<i>Process and action of withdrawing certification from a D.A.R.E. Officer rendering him/her ineligible to deliver D.A.R.E. lessons, or represent any D.A.R.E. programs.</i>
<u>Deputy Director, Mid-Atlantic Region:</u>	<i>D.A.R.E. America representative responsible for all D.A.R.E. operations within the seven Mid-Atlantic States. State Coordinator's Office operates under this authority.</i>
<u>De-selection:</u>	<i>Process and action of removing an undesirable candidate from D.A.R.E. Officer Training prior to obtaining certification.</i>
<u>Directive:</u>	<i>An official statement that governs program operations.</i>
<u>Educational Advisor:</u>	<i>A certified educator from a Maryland School District who serves as a liaison for all local Maryland school districts and the State Coordinator; and as a subject matter expert in teaching methodology, and the science of education, advises the State Coordinator in all education and training matters, as well as a resource for D.A.R.E. Officers.</i>
<u>In-service Training:</u>	<i>Any program designed to provide, enhance, and/or augment knowledge and skills needed to deliver D.A.R.E. programming/lessons.</i>
<u>Instructor Appraisal:</u>	<i>An on-site evaluation of the knowledge and skills of a D.A.R.E. Officer as a classroom instructor and facilitator. Appraisals shall be completed by classroom teachers, certified D.A.R.E. Mentors, and/or the State Educational Advisor, and reported to the State Coordinator's Office. Results of appraisal compilation are included in the Annual Report, and used to assess training needs.</i>
<u>Integrity, Program:</u>	<i>Quality and completeness of concepts and design, unadulterated, as intended.</i>
<u>Logo:</u>	<i>Brush script D.A.R.E®. A registered trademark, protected by law</i>
<u>may:</u>	<i>Indicates that officer discretion can be used, not mandatory.</i>
<u>Mentor, D.A.R.E.:</u>	<i>A certified D.A.R.E. Officer, with at least two semesters of D.A.R.E. classroom experience, who has completed the three phase certification process, including Mentor Officer Training (M.O.T.). Member of D.A.R.E. Training Center Team.</i>
<u>Policy:</u>	<i>A philosophical statement that reflects management attitude toward a subject.</i>
<u>Policy and Procedures Manual:</u>	<i>Comprehensive statements providing program and management philosophy and guidelines governing D.A.R.E. operations.</i>
<u>Procedures:</u>	<i>Operational guidelines.</i>
<u>Program Evaluation:</u>	<i>System of determining effectiveness in reaching program goals and objectives.</i>

Re-certification: *Reinstatement of D.A.R.E. certification upon satisfactory demonstration of certification objectives as deemed applicable by the State Coordinator.*

Regional Coordinator: *Certified D.A.R.E. Mentor, appointed by the MD Community Crime Prevention Institute to assist the State Coordinator in Statewide D.A.R.E. operations; conducts field observations and evaluations; supervises D.A.R.E. training events.*

shall: *Mandatory; officer discretion is not appropriate.*

State Coordinator: *Experienced D.A.R.E. Instructor, Mentor, and trainer who is appointed by the Director of the MD Police and Correctional Training Commissions with the approval of D.A.R.E. America; administers all D.A.R.E. related operations, training, and the MD D.A.R.E. Training Center; ensures program continuity, integrity, and quality; policies, copyright and trademark compliance; facilitates program continuance and expansion; provides technical support for local program; liaison for D.A.R.E. America and local programs. Established in 1990.*

Statistical Data: *Information relative to a local D.A.R.E. program delivered by a D.A.R.E. Instructor that is reported back to the State Coordinator on this form. It identifies the Instructor, the school, the program delivered, numbers of students, and test scores. This data is documented in the Annual Report, and required by D.A.R.E. America.*

Trainer of Trainers: *Forty hour training program that certifies D.A.R.E. Mentors as trainers for M.O.T. to train new mentors.*

Training Center: *A state-level training operation accredited by D.A.R.E. America to conduct D.A.R.E. Training seminars.*

Policy and Procedures Statement

Number: MD-90-03 **Date:** 6/90 **Revised:** 3/10

Subject: D.A.R.E. America

Purpose: The purpose of this directive is to establish the authority of D.A.R.E. America, Inc. in governing operations of the State D.A.R.E. Coordinator's Office, and all local D.A.R.E. programs within this State.

Policy: D.A.R.E. America, Inc. and its governing body are the ultimate legal authority for all D.A.R.E. programs, and matters pertaining thereto. By law, it holds all rights to curricula copyright and program trademarks. State and local D.A.R.E. Coordinators, Administrators, and Instructors derive their authority over program matters from D.A.R.E. America, Inc. and its hierarchy. The D.A.R.E. America Board of Directors has established a Policies and Procedures Manual to govern operational matters nationally.

Directive:

1. The D.A.R.E. America, Inc. National policies and Procedures Manual will govern all D.A.R.E. program operations within this State, in conjunction with the State D.A.R.E. Policies and Procedures Manual.
2. This State shall adopt no directive conflicting with a D.A.R.E. America, Inc. directive.
3. A State directive may be more restrictive, but not less restrictive, than a D.A.R.E. America directive.
4. To maintain fidelity in training and in program delivery, D.A.R.E. America, Inc. shall accredit all State D.A.R.E. Training Centers nationwide. The Maryland D.A.R.E. Training Center of the Maryland Police and Correctional Training Commissions shall be accredited by D.A.R.E. America, Inc.

Policy and Procedures Statement

Number: MD-90-04 **Date:** 6/90 **Revised:** 3/10

Subject: Use of D.A.R.E. Copyright-Protected Materials

Purpose: The purpose of this directive is to preserve the integrity of the D.A.R.E. name, logo, curricula, and other legally protected materials belonging to D.A.R.E.

Policy: To preserve the integrity of the D.A.R.E. curricula, it is essential to control the use of the program name, logo, curricula, and other protected materials.

The D.A.R.E. name, logo, curricula and other specific materials are protected by U.S. copyright and trademark laws, any use of which requires specific authorized written consent. The State Coordinator's Office will provide specific direction, upon request, concerning the steps necessary to obtain approval for use of any D.A.R.E. owned property, logos, graphics, or its name.

Directive:

1. Any use of the D.A.R.E. name, logo, graphics, curricula, or other specific materials are protected by copyright and trademark laws. The use of such protected property must be authorized in advance by written consent. The State Coordinator's Office will provide assistance and information regarding this requirement upon request.
2. The State Coordinator is required to notify D.A.R.E. America of any copyright infringement and/or trademark violation of D.A.R.E. protective property.
2. The use of items bearing the D.A.R.E. name, logos, and graphics is limited to certified D.A.R.E. Officers in good standing and their agencies or school districts.
3. Only certified D.A.R.E. Instructors have authority to deliver D.A.R.E. Curricula and their lessons.
4. Any reproduction of a D.A.R.E. curriculum or officer/instructor manual for use other than by a certified instructor is strictly prohibited without the expressed written consent of D.A.R.E. America.
6. Use of the D.A.R.E. name, logos, and graphics on vehicles by certified D.A.R.E. Instructors and/or their agencies require expressed written consent by D.A.R.E. America. Authorization forms for such consent are available on www.dare.net.
7. The association of the D.A.R.E. name with any act of fund-raising requires caution. Local D.A.R.E. instructors, agencies, school districts, and supporters 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 upon the D.A.R.E. name. Written permission from D.A.R.E. America must be obtained before any fund-raising event takes place. The State Coordinator must be made aware of all D.A.R.E. fund-raising events.

8. Due to trademark and copyright regulations, only licensed vendors explicitly authorized by D.A.R.E. America, Inc. may produce and provide materials bearing the protected program name, markings, or logos. Currently, there are two vendors so authorized. They are:
 - a. DARE Catalog.Com, 3130 Wilshire Blvd., Suite 555, Santa Monica, CA 90403. (1-888-811-DARE), and
 - b. Tee's Plus, 1425 Gold Star Hwy, Groton, CT 06340-2779 (1-800-782-8337)
9. Any violation of copyright and/or trademark regulations is subject to legal action by D.A.R.E. America.

Policy and Procedures Statement

Number: MD-90-05 **Date:** 6/90 **Revised:** 3/10

Subject: Program Continuity and Integrity

Purpose: The purpose of this directive is to emphasize the importance of maintaining the continuity and integrity of the D.A.R.E. Program in accordance with D.A.R.E. America, Inc. policies, procedures, and copyright.

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

- * To help children understand the physical, emotional, social, and legal risks and the effects of Alcohol Tobacco and Other Drugs on their developing bodies.
- * To compare and contrast normative beliefs of peers to revise understandings about peer drug use.
- * Understand and choose to engage in positive alternatives to drug use.
- * Understand and apply refusal strategies, sound communication skills, assertiveness and resistance skills in developmentally appropriate ways in real life situations.

The curricula are based on principles of effective prevention programs and principles of effective teaching and learning, including National Health Standards. The central and distinguishing feature of this design in the overarching organizer, which is a "D.A.R.E. Decision-Making Model." Information, principles, skills and activities within the lessons are designed to build capacities to solve difficult personal and social problems relative to substance abuse, violence and other destructive behaviors, and to make and act on informed decisions that are in their own best interests.

Directive:

1. The curricula is designed for delivery by a uniformed law enforcement officer who has been certified by an accredited training facility. Only certified D.A.R.E. Instructors shall deliver D.A.R.E. curricula.
2. Only the approved "Student Planner" shall be utilized in a D.A.R.E. Program. Student Planners are available through a D.A.R.E. authorized vender. Student Worksheets for approved supplemental lessons may be reproduced from masters supplied by D.A.R.E. America.
3. Curricula components have been carefully designed to achieve specific objectives. Officers shall deliver programs according to their design.
4. Curriculum/lesson objectives must be met. Therefore, lessons may not be deleted or substantially modified. Approved supplemental lessons may be added to the program.
5. This policy does not preclude instructor creativity in delivery or methodology. Instructors are encouraged to implement meaningful and enjoyable techniques to help students meet the objectives.
6. Any compromise in program continuity and integrity may result in decertification.

Policy and Procedures Statement

Number: MD-90-06 **Date:** 6/90 **Revised:** 3/10

Subject: Certification Requirements for D.A.R.E. Officer Training

Purpose: The purpose of this directive is to establish minimum training requirements to certify a qualified instructor candidate to deliver applicable D.A.R.E. programs.

Policy: The success of D.A.R.E. and the youth who receive it depends largely on the training of program instructors. A carefully designed comprehensive training course has been developed by D.A.R.E. America with measurable performance objectives and observable skills necessary for certification. The fidelity of this national training model ensures that the accredited Maryland D.A.R.E. Training Center replicates the training as designed and that each graduate receives a proven product. Successful completion of D.A.R.E. Officer Training is required for authorization (certification) to deliver D.A.R.E. programs/curricula.

- Directive:**
1. Under no circumstance shall a person be authorized to deliver D.A.R.E. curricula without certification by an accredited D.A.R.E. Training Center.
 2. The D.A.R.E. Officer Training (D.O.T.) course developed and regulated by D.A.R.E. America consists of a minimum 80 hours (two weeks) academic instruction and skills performance.
 3. Only the Maryland D.A.R.E. Training Center is accredited by D.A.R.E. America to conduct D.A.R.E. training in Maryland.
 4. The D.A.R.E. Training Center is administered through the Maryland Police and Correctional Training Commissions by the State D.A.R.E. Coordinator. Training center staff consist of certified D.A.R.E. Mentors and Trainers authorized by D.A.R.E. America and who are on loan from local agencies to the Commissions or who volunteer their time.
 5. Assignment to the D.O.T. course is a primary duty assignment. All sessions are mandatory for certification. Strict attendance, academic and skills participation, dress and conduct codes will be enforced throughout the course.
 6. Course participants are under the functional supervision of the Training Administrator. Any serious problems shall be reported immediately to the relevant agency.
 7. Certification is dependent upon successful demonstration of the knowledge, skills, and abilities to deliver the D.A.R.E. curricula effectively in accordance with acceptable educational practices.
 8. Knowledge, skills, and attitudes of participants shall be evaluated by trainers. Progress will be monitored and mandatory benchmarks documented. A

performance evaluation and certification report will be provided to the agency of each participant upon conclusion of the course. Evaluative areas include:

- a. Responsiveness to instruction
 - b. Promptness
 - c. Ability to motivate others and generate enthusiasm
 - d. Interpersonal skills and ability to relate effectively with peers, team, staff, school personnel, and children.
 - e. Effective communication, both written and oral
 - f. Ability to prepare and deliver presentations effectively meeting objectives.
 - g. Demonstrate appropriate and effective teaching modalities, classroom management techniques, and use of instructional aids.
9. Participants who fail to meet minimum training standards for certification shall not be certified. In those instances, documentation will be provided by the Training Center to the candidate's agency detailing justification for non-certification and de-selection from the course. De-selection may occur at any appropriate time during the two week course at the point the action becomes justifiable.
10. Under Maryland Police and Correctional Training Commissions regulations, D.A.R.E. Training courses are eligible for the appropriate hours of Police in-service credits. Therefore, each law officer successfully completing D.O.T. will be eligible for 80 hours of Police in-service credit.

Policy and Procedures Statement

Number: MD-90-07 **Date:** 6/90 **Revised:** 3/10

Subject: Training Staff Instructors: Selection and Certification

Purpose: The purpose of this directive is to establish the criteria for selection and certification of the Maryland D.A.R.E. Training Center Staff.

Policy: A significant factor in the success of the D.A.R.E. program rests in the quality training offered to instructor candidates who will deliver curricula, work within the schools, and be a positive role model for students.

- Directive:**
1. The Maryland Training Center Staff will consist of a Training Director, Training Facilitator, Educational Advisor, and Mentor/Training Instructors at a ratio of no less than one Instructor for every 7 participants, consistent with D.A.R.E. America policy.
 2. Mentor/Trainers will be experienced D.A.R.E. Instructors who have completed Mentor certification training through D.A.R.E. America, and both phase one and two of that certification process. Mentors must demonstrate exceptional talents and qualities identified as necessary to successfully carry out responsibilities associated with teaching children and training adults.
 3. Mentors in Training may be assigned to the training staff in their specific roles to shadow a certified mentor during phase II of their training, or be shadowed by a certified mentor during their phase III of mentor training in accordance with D.A.R.E. America policy. A Mentor in Training shall not be assigned responsibility for the certification of instructor candidates and/or a training team in place of a certified mentor, but must be assigned to a certified mentor to work with a team.
 4. The selection and invitation of accomplished certified D.A.R.E. Instructors to participate in the Mentor training process is the responsibility of the State Coordinator and/or Training Director. Consideration for selection of Mentor Candidates shall be based upon:
 - a. recommendations of training staff personnel, and/or;
 - b. recommendations of D.A.R.E. supervisor/administrator, and/or;
 - c. expressed interest of the eligible candidate;
 - d. specific needs for program continuance and expansion.
 5. A minimum of two semesters experience delivering D.A.R.E. curricula as a certified D.A.R.E. Instructor is required for an applicant to be considered as a Mentor candidate, as per D.A.R.E. America regulation.
 4. Selection criteria for Mentor candidates are:
 - a. Success as a certified D.A.R.E. Instructor and documented performance exceeding normal standards of proficiency;
 - b. Demonstrated desire to function as a trainer;

- c. Availability of the instructor to participate in training events and work with the Training Center Staff for a minimum of two years;
 - d. Willingness of local agency to allow the instructor to participate in training events and work with the Training Center Staff for a minimum of two years;
 - e. High degree of professionalism, interpersonal skills, and ability to interact positively with allied agencies;
 - f. Proficient verbal and written language skills;
 - g. Display a positive attitude; and
 - h. Willingness to work under the direction of the State Coordinator's Office regarding D.A.R.E. program and training matters.
5. Applicant candidates shall be interviewed by the State Coordinator, Training Director, or a selection panel appointed by them.
6. Applications for Mentor Training shall be authorized by the candidate's agency supervisor/administrator, with the understanding of the time commitment involved in participation with the D.A.R.E. Training Center for a minimum of two years.
7. Upon selection, the candidate shall be assigned to the next available Mentor Training Seminar.
8. To maintain certification, each mentor/trainer shall participate in a minimum of one D.A.R.E. training event annually.

Policy and Procedures Statement

Number: MD-90-08 **Date:** 6/90 **Revised:** 3/10

Subject: Observations and Performance Evaluations

Purpose: The purpose of this directive is to establish the procedures for evaluating performance of certified D.A.R.E. Instructors.

Policy: To ensure program effectiveness in helping children resist pressures to begin using drugs or engage in violence, and to make healthy choices, it is necessary that D.A.R.E. Instructors demonstrate attitudes, skills, and techniques that maintain integrity and continuity, and optimize the learning of program objectives and concepts. Field or classroom observations that generate one-on-one mentoring, and a performance evaluation, serve as an important method of ensuring effective delivery, continuing training, and promoting recognition.

Directive:

1. D.A.R.E. Instructors shall provide a copy of their program schedule to the State Coordinator's Office to facilitate classroom observations by staff. Except on rare occasions, observations will be arranged in advance with permission from the school administration, and the knowledge of the instructor. The instructor's supervisor may be welcomed to participate if appropriate.
2. The observing trainer will complete an evaluation of the presentation, and supply a copy to the instructor and appropriate supervisor (if desired).
3. The observing trainer will conduct a one-on-one verbal critique with the instructor to discuss areas of strength and growth.
4. The State Coordinator will be briefed on all observations and evaluations. If deemed necessary, the instructor's agency may be notified regarding outstanding or deficient performance. Remedial mentoring may be provided as part of continued training.
5. Instructors who demonstrate unwillingness to resolve issues or inability to attain/maintain an acceptable level of performance, may be subject to decertification to ensure program integrity.

Policy and Procedures Statement

Number: MD-90-09 **Date:** 6/90 **Revised:** 3/10

Subject: In-Service Training Requirements

Purpose: The purpose of this directive is to establish minimum in-service requirements for maintenance of certification.

Policy: In-service training provides many benefits to D.A.R.E. Officers and cooperating educators. As with any specialized field requiring certification, periodic training is essential to maintain proficiency. Changes in standards, revisions in subject matter, and developments within the field of study all necessitate continued training to maintain certification, and are essential for continued program success.

- Directive:**
1. All certified D.A.R.E. instructors shall be required to attend a minimum of one D.A.R.E. specific training seminar each year to maintain certification.
 2. Providing that funding is available, the Police and Correctional Training Commissions will offer an annual in-service training seminar each calendar year for certified instructors and cooperating D.A.R.E. teachers to help meet this requirement.
 3. It shall be the responsibility of the State Coordinator's Office to plan, organize, and implement an annual in-service training seminar, and to provide notification to all certified instructors and cooperating D.A.R.E. teachers of the date, time, place and content of the training event.
 4. Upon submission of a written request, the State Coordinator may waive this in-service training requirement on a case-by-case basis in the event that unusual circumstances may interfere with an instructor's ability to meet the requirement.
 5. Non-compliance with this directive may result in the suspension of an instructor's D.A.R.E. certification until such time as the requirement is fulfilled, or may result in de-certification if necessary.

Policy and Procedures Statement

Number: MD-90-10 **Date:** 6/90 **Revised:** 3/10

Subject: Decertification Procedures

Purpose: The purpose of this directive is to establish procedures for the decertification of D.A.R.E. Instructors.

Policy: To preserve program integrity, it is essential that only those officers who demonstrate the knowledge, attitudes, and skills to effectively deliver programs, and do so in accordance with the intended design, deliver D.A.R.E. programs. Without these key ingredients for success, program reputation would be damaged, and lack benefit for children. Therefore, a prescribed procedure is necessary to facilitate decertification with an agency or instructor.

Directive:

1. The State Coordinator and staff shall be responsible for ensuring that the integrity and continuity of the D.A.R.E. program is preserved by participating local agencies.
2. The State Coordinator shall be responsible for all certification and decertification processes within the State.
3. The State Coordinator and staff shall be responsible for monitoring and auditing local D.A.R.E. programs throughout the State to ensure effective delivery of the curricula in a manner consistent with program design and effective educational principles.
4. It shall be the responsibility of the State Coordinator and staff to provide every possible assistance to agencies and officers to correct situations deemed as actual or potential threats to the program name, or that threaten the success of its objectives.
5. Causes for decertification include violations of the D.A.R.E. Program Code of Conduct, but are not limited to:
 - a. Inappropriate use of the D.A.R.E. name, logo, and/or copyrighted materials;
 - b. Failure to comply with established policy and procedures directives;
 - c. Failure to deliver curriculum according to program design;
 - d. Conduct that reflects negatively on the D.A.R.E. name;
 - e. Criminal misconduct.
6. It shall be the responsibility of the State Coordinator to investigate all reports related to items in section 5 of this directive. All findings will be carefully documented. Every effort will be made to cooperate with and assist the officer and the agency in achieving a resolution to problems.
7. In the event that a resolution cannot be achieved, the State Coordinator shall initiate decertification processes, at which time authorization to provide D.A.R.E. programming by the individual instructor will be withdrawn.
8. All documented and recommended actions will be presented to the Regional Deputy Director for D.A.R.E. America for review and actions consistent with National Policy.

9. In the event of decertification, D.A.R.E. America will provide written notification to all concerned parties of the action taken.

Policy and Procedures Statement

Number: MD-90-11 **Date:** 6/90 **Revised:** 3/10

Subject: Student Planners (Workbooks)

Purpose: The purpose of this directive is to establish procedures for the acquisition of Student Planners that are necessary for the delivery of and participation in the Elementary, Middle, and High School Core Programs, as well as certain Enhancement Lessons that are designed for workbook use.

Policy: The acquisition of authorized Student Planners and Workbooks is essential for program delivery and student success. The State D.A.R.E. Coordinator's Office is committed to providing assistance to each local agency in acquiring required student materials (Student Planners and Workbooks) in a timely and affordable manner.

- Directive:**
1. Participating D.A.R.E. agencies are eligible for free Starter Kits from D.A.R.E. America, including Student Planners, for the first year (two semesters) of implementation. Upon completion of D.O.T., any agency new to the program may submit the required Start-Up form to D.A.R.E. America, either directly or through the State Coordinator's Office. Forms are available through the State Coordinator's Office or at www.dare.org. Upon acceptance, D.A.R.E. America will provide and ship to the agency the number start-up kits indicated on the form free of cost in accordance with their policy.
 2. It is the goal of the State D.A.R.E. Coordinator's Office to provide Student Planners, workbooks, and pamphlets free of cost to all local D.A.R.E. agencies and instructors annually, subject to available funding. The State Coordinator shall seek out funding sources, grants, benefactors, and/or donations annually to provide these essential student materials.
 3. Distribution of Student Planners by the State Coordinator's Office to local agencies/instructors shall be based on reported statistical data from the previous year, with allowance for any anticipated increase in student population. It is imperative that agencies/instructors report annual statistical data to the State Coordinator to qualify for eligibility to receive student materials.
 4. Participating D.A.R.E. agencies or school districts may purchase Student Planners (workbooks) from the licensed sole source provider authorized by D.A.R.E. America. The current provider is DARE Catalog.Com, 3130 Wilshire Blvd., Suite 555, Santa Monica, CA 90403 (1-888-811-DARE).

Policy and Procedures Statement

Number: MD-90-12 **Date:** 6/90 **Revised:** 3/10

Subject: Program Administration

Purpose: The purpose of this directive is to establish state-level administrative positions and their general responsibilities.

Policy: Administrative responsibilities and tasks have increased dramatically since the inception of the State-wide D.A.R.E. program in Maryland, and the creation of the State Coordinator's Office. The establishment of an accredited D.A.R.E. Training Center with responsibility for certification training, annual in-service, field audits and performance appraisals has added responsibility to the state operation to maintain certifications, and are essential for continued success.

Directive: 1. The Executive Director of the Maryland Police and Correctional Training Commissions shall be the Chief Executive Officer of the State Program and Maryland D.A.R.E. Training Center, whose responsibilities shall include, but not limited to:

- a. Development of policies and procedures governing program operation;
- b. Selection and maintenance of the administrative staff for the State D.A.R.E. Coordinator's Office;
- c. Procurement of program funding, supplies, and equipment;
- d. Liaison with State Government and the Commissions.

2. The State Coordinator shall be appointed by the Executive Director with responsibilities including, but not limited to:

- a. Administration of the State-wide D.A.R.E. program;
- b. Director of the Maryland D.A.R.E. Training Center;
- c. Providing technical assistance to local communities;
- d. Representing D.A.R.E. program interests with national, state, and local partners and clients;
- e. Directing and coordinating the daily and special operations of the State Coordinator's Office, including the activities and duties of the Regional Coordinator(s), Educational Advisor, and office personnel;
- f. Liaison with D.A.R.E. America;
- g. Assisting D.A.R.E. America / International with training needs;
- h. Disseminating communications and information to local programs;
- i. Liaison with all agencies and organizations involved with or concerned with the operation of the State-wide program;
- j. Enforcing compliance with State and national policies and procedures.
- k. Securing funding source to provide student planners state-wide annually;
- l. Coordinating the collection of program data and evaluations state-wide for computation, and produce an annual program report;
- m. Delivering program components to maintain certification;

- n. Consulting and training for school-based policing and youth initiatives.
3. Regional Coordinator(s) is/are appointed by the Executive Director upon recommendation of the State Coordinator and serve as an extension of that office. Responsibilities of the Regional Coordinator include but are limited to:
- a. Facilitating/enhancing communication between state and local levels;
 - b. Assisting with program evaluations, and data collection;
 - c. Providing technical assistance to local programs;
 - d. Assisting with the distribution of program materials, and the dissemination of information;
 - e. Assisting with the identification and development of training needs;
 - f. Conducting field audits and classroom observations;
 - g. Conducting individual consultations and mentoring sessions with instructors to assess performance;
 - h. Producing written assessment of audits and observations to include any discussion or suggestions for improvement;
 - i. Delivering program components to maintain certification;
 - j. Supervising training sessions and Training Staff members.
4. The Educational Advisor is appointed by the Executive Director upon recommendation of the State Coordinator. This advisor shall have an extensive background in education, expertise in training, remain current in the science of education, and be recognized by a local, state, or national department or board of education. Their duties shall include, but not limited to:
- a. Consulting on all matters of education and training;
 - b. Assisting the State Coordinator to ensure program continuity and quality, copyright compliance, and cooperation among all program agencies;
 - c. Liaison between program agencies and education;
 - d. Providing assistance to all Maryland schools districts to continue, implement, or expand D.A.R.E. programs;
 - e. Assisting the State Coordinator with identification, development, and presentation of training needs;
 - f. Assisting the State Coordinator with developing, collecting, preparing, and analyzing evaluation materials;
 - g. Conducting classroom observations and performance evaluations of certified instructors;
 - h. Providing technical assistance to local programs and the State Coordinator's Office;
 - i. Assisting D.A.R.E. America/International and other States with training needs when possible.
 - j. Representing Maryland D.A.R.E. to D.A.R.E. America on matters of education.

Policy and Procedures Statement

Number: MD-95-01 **Date:** 8/95 **Revised:** 3/10

Subject: State-wide Data and Appraisal System

Purpose: The purpose of this directive is to provide a method to collect data that will highlight the success of the program state-wide and also indicate areas of growth for training purposes.

Policy: National guidelines that have been established by the U.S. Department of Education require all prevention education programs to have a system of evaluation that will monitor effectiveness. A system has been developed by the State Coordinator's Office and shall be utilized by all instructors/agencies that provide any portion of the D.A.R.E. program. This system will provide statistical data relative to each program provided locally, as well as appraisals of effectiveness.

Directive:

1. The State Coordinator shall ensure the continuous operation of the State-wide Statistical Data and Appraisal System for all D.A.R.E. programs provided in Maryland.
2. Development, procurement, and dissemination of forms necessary for the operation of this system shall be the responsibility of the State Coordinator.
3. The State Coordinator shall publish a State-wide Report annually highlighting the data and information collected from the Statistical Data and Appraisal System.
4. The Statistical Data and Appraisal System shall consist of four major components. Each component will collect specific data and/or information from its designated source as designed. They are as follows:
 - b. Pre/Post Test – curriculum specific tests have been developed for Elementary (5/6), Middle, and High School programs.
 - c. Statistical Data Report – an electronic scanning form on which each instructor provides specific data relative to a program provided at a specific school or other venue. Supplied by the State Coordinator, only original forms may be used. Forms contain magnetic ink timing marks for scanning.
 - d. Instructor Appraisal - an electronic scanning form provided to cooperating classroom teachers for the collection of feedback on instructor performance, lesson effectiveness, student interaction, and other factors.
 - e. Administrator's Appraisal - an electronic scanning form provided to cooperating school administrators for the collection of feedback regarding program impact on students/school, and user satisfaction.
5. Tests developed for Maryland programs and provided by the State Coordinator shall be the preferred test administered; otherwise, tests available from D.A.R.E. America can be used. Local instructors shall facilitate student

participation in the test both before program delivery and at its conclusion. Both tests (pre & post) shall be graded and averaged for the school/venue and then reported to the State Coordinator on the Statistical Data Report.

6. It shall be the responsibility of each instructor to complete and forward a Statistical Data Report to the State Coordinator upon the completion of a listed program at a school or venue. Multiple programs at the same school or venue require multiple reports. Programs include: K-4, 5/6, Middle School, High School, Parent.
7. It shall be the responsibility of each instructor to distribute the Instructor Appraisal form(s) to the cooperating classroom teacher(s) and the Administrator's Appraisal form to the school administrator, and ensure that the forms are completed and returned to the State Coordinator. Completed forms may be mailed directly from the school or returned to the local agency in a sealed envelope for forwarding.
8. The State Coordinator and/or staff will review all forms/reports for accuracy, completeness, and training needs. Copies of any applicable forms shall be made available to an instructor's agency administrator/supervisor upon request.

Policy and Procedures Statement

Number: MD-T-90-01 **Date:** 6/90 **Revised:** 3/10

Subject: Maryland D.A.R.E. Training Center Staff Assignments

Purpose: The purpose of this directive is to establish a fair and equitable means of assigning instructors to Training Center seminars and conferences.

Policy: It shall be the policy of the Maryland D.A.R.E. Training Center to advertise opportunities for qualified D.A.R.E. Trainers to participate in D.A.R.E. Training events. The Training Center Director and/or State Coordinator shall have authority and responsibility to make all such staff assignments.

- Directive:**
1. It shall be the responsibility of the Maryland D.A.R.E. Training Center to establish and publicize all D.A.R.E. related training events, annually.
 2. Qualified D.A.R.E. Trainers shall be notified of all upcoming training events by the Training Director and/or State Coordinator. Qualified trainers so notified may indicate their availability and interest for assignment to a specified training event.
 3. Final determination of training staff assignments shall be the responsibility of the Training Center Director and/or State Coordinator. Based on availability, every effort shall be made to ensure that the make-up of the staff is diverse as it relates to race, gender, ethnicity, and agency involvement. The quality of the training seminar/conference is paramount in the assignment of staff.
 4. A formal written request for services shall be made by the Training Center Director and/or State Coordinator to the agency administrator for the selected trainer to participate in the training event.
 5. Assignment to the training event shall only be made after permission is received from the trainer's agency.
 6. While the Maryland D.A.R.E. Training Center, under the Maryland Police and Correctional Training Commissions, cannot provide compensation for salaries to individual trainers or their agencies, every effort will be made to provide lodging, meals, and personal travel for the training at no cost or reimbursable cost to the trainer.

Policy and Procedures Statement

Number: MD-T-90-02 **Date:** 6/90 **Revised:** 3/10

Subject: Seminar Supervisor of D.A.R.E. Officer Training Events

Purpose: The purpose of this directive is to establish guidelines for the selection and responsibilities of the Seminar Supervisor.

Policy: In accordance with the training mandates of D.A.R.E. America and the Maryland Police and Correctional Training Commissions, all recognized training programs must be supervised to ensure compliance with goals, objectives, policies, procedures, and contract specifications; therefore, the position of Seminar Supervisor is established. Additionally, it is the responsibility of the Seminar Supervisor to make policy and procedural decisions that may not be clearly defined by existing directives.

Directive:

Supervisor

1. The position of Seminar Supervisor shall be filled by the Training Center Director / State Coordinator, unless the Director appoints the position to another qualified experienced trainer. In the latter case, the Seminar Supervisor shall be directly responsible to the Training Center Director.
2. As the second level of authority for the training event, the Seminar Supervisor shall exercise direct supervision of the training staff.
3. It shall be the primary responsibility of the Seminar Supervisor to ensure that policies and procedures are carried out throughout the seminar, training goals and objectives are met, facility contract specifications are followed, the D.A.R.E. America Training model is replicated with fidelity if applicable, and supervise the daily operations of the training event.
4. The Seminar Supervisor may establish specialty assignments within the training staff to which specific responsibility and authority may be delegated.
5. In the event that the Seminar Supervisor must leave the training site, an acting Supervisor shall be appointed in his/her absence, and the entire staff shall be informed of this assignment.

Policy and Procedures Statement

Number: MD-T-90-03 **Date:** 6/90 **Revised:** 3/10

Subject: Staff Conduct

Purpose: The purpose of this directive is to establish clear guidelines for training staff conduct.

Policy: The primary training methodologies utilized in D.A.R.E. training are facilitation and modeling. Therefore, it is imperative that every action on the part of a training staff member be professional and beyond reproach, as it mirrors expected behaviors. Professional conduct and a courteous and friendly demeanor are essential ingredients to the credibility and success of every D.A.R.E. training program.

- Directive:**
1. Every staff member will conduct themselves in a manner that reflects the highest standards of professionalism, in accordance with guidelines established by the Maryland Police and Correctional Training Commissions and D.A.R.E. America, and subject to the same Code of Conduct as the training participants.
 2. Enthusiasm and team spirit are behavioral traits modeled and encouraged throughout D.A.R.E. Training. It is imperative that staff members model behaviors that are acceptable in a classroom environment and not misconstrued as horseplay or inappropriate.
 3. D.A.R.E. is a substance abuse prevention education program. Therefore, public consumption of alcohol is a potentially damaging activity. Short of prohibition, this directive cautions staff members to recognize the implications of public abuse of alcohol during a training event.
 4. Staff members, whose alcohol consumption negatively impacts their performance or becomes evident to any trainee, will be reprimanded by the training director and may be directed to leave the training event with removal from the training staff. If so removed, the staff member's agency must be notified by the training director.
 5. The use of profanity, vulgarity or other offensive verbal and/or nonverbal cues, to include ethnic, racial, or sexual references or inferences, by staff members is unprofessional and reflects negatively upon D.A.R.E., the training center, the Commissions, and their local agency. Staff members shall refrain from the use of such language and behaviors during the training event.
 6. Staff members shall model classroom and training behavioral guidelines and rules that are expected of or imposed upon participants.
 7. The Seminar Supervisor and/or Training Director shall be responsible for ensuring compliance with this directive. Each staff member is also responsible to reinforce compliance with this directive.

Policy and Procedures Statement

Number: MD-T-90-04 **Date:** 6/90 **Revised:** 3/10

Subject: Non-Certification of a Seminar Participant

Purpose: The purpose of this directive is to establish clear guidelines to be followed when it is determined that a seminar participant cannot, for any reason, be certified as a D.A.R.E. Instructor or Mentor.

Policy: The integrity of the D.A.R.E. program rests largely on the instructor's ability to effectively deliver curriculum. Occasionally, a seminar participant is unable to demonstrate the minimum knowledge or skill, or the proper positive attitudes necessary to effectively carry out the responsibilities of a D.A.R.E. Instructor or Mentor. To preserve program integrity, such individuals will not be certified.

Directive:

1. Causes for non-certification shall include, but not be limited to:
 - a. Inability to demonstrate minimum skills levels;
 - b. Lack of dedication and/or interest in the program or educating students;
 - c. Display of negative attitudes that would adversely impact students or the program;
 - d. Severe disciplinary infraction(s);
 - e. Violation(s) of the D.A.R.E. Officer's Code of Conduct
 - f. Inability to attend required class sessions.
2. Documented deficiencies, infractions, or lack of progress in any identified training benchmark shall be discussed with the participant immediately to afford opportunity for preparation, revision, and correction.
3. In addition to documenting each participant's progress throughout the training seminar, the assigned Mentor/Trainer will document all concerns and causes leading to a recommendation for non-certification.
4. Final determination to withhold certification will be the responsibility of the Seminar Supervisor and/or Training Director, based upon documentation provided by the assigned Mentor and Training Staff. In no case will a Mentor or other staff member advise a participant that certification is to be withheld until the matter has been reviewed and discussed with the Seminar Supervisor and/or Training Director.
5. Upon determination to withhold certification, the assigned Mentor, Seminar Supervisor, and Educational Advisor (if available) shall meet with the participant to review their performance and the documented concerns. The Seminar Supervisor will inform the participant of their failure to meet minimum standards and/or training benchmarks, and that certification will be withheld. It shall be the Seminar Supervisor's responsibility to conduct this meeting, and every effort shall be made to respect the participant's feelings and minimize embarrassment.

6. By the authority of the Seminar Supervisor, the participant shall be removed from the training seminar without certification at the conclusion of the meeting and shall not return to the training session.
7. To ensure program credibility and limit disruption to the training seminar, it is essential that the participant immediately vacate the seminar site and return to his/her agency. The Mentor shall collect issued curricula and educational materials from the participant prior to his/her departure, and ensure his/her understanding that they are not eligible to deliver D.A.R.E. curricula.
8. The Training Center Director shall notify the individual's agency as soon as possible of the employee's return from the training seminar without certification or authorization to deliver D.A.R.E. curricula. This verbal notification shall be followed by written notification documenting the reason(s) for withholding certification and removal from the seminar.
9. The withholding of certification and removal from the training seminar may occur at any justified point during the two-week training seminar.
10. Any participant so removed from a D.A.R.E. Officer Training seminar without certification may return to a future seminar, but must complete the entire training program and meet all training benchmarks at that time.

Policy and Procedures Statement

Number: MD-T-94-01 **Date:** 8/94 **Revised:** 3/10

Subject: Board of Education “Letter of Endorsement”

Purpose: The purpose of this directive is to establish the requirement that a letter of endorsement from a local school administrator or Board of Education Central Office accompany any application for D.A.R.E. Officer Training (D.O.T.)

Policy: The local Board of Education and/or school/program administrator is ultimately responsible for any curriculum, information, or instruction presented to students in a school or other venue. Additionally, these educational professionals are subject matter experts in the science of education who can offer valuable input in the evaluation and selection of a D.A.R.E. Instructor candidate. It is recommended that local educational professionals be involved in the selection process of D.A.R.E. Instructors. If not, they should at least be afforded the opportunity to evaluate and approve the candidate who will be on their campus.

Directive:

1. Agencies should involve the local school/Board of Education in the selection process of any instructor candidate who will deliver programs/lessons or otherwise be assigned on their campus for educational purposes.
2. Suggestions for a D.A.R.E. Instructor candidate interview panel may include, but be not limited to: employing agency representative, local educational representative, State Coordinator representative, local school parent.
9. If the local school/Board of Education does not participate in the selection process of a candidate, they shall be given opportunity to interview a candidate prior to assignment to the D.A.R.E. Officer Training seminar.
10. A “Letter of Endorsement” from the local school administrator or Board of Education Central Office shall accompany each instructor candidate’s Application for Training submitted to the State Coordinator’s Office.

Policy and Procedures Statement

Number: MD-T-99-01 **Date:** 9/99 **Revised:** 3/10

Subject: Educational Advisor for D.A.R.E. Officer Training

Purpose: The purpose of this directive is to establish the role and responsibilities of the Educational Advisor for the D.A.R.E. Training Center.

Policy: Drug Abuse Resistance Education (D.A.R.E.) is a cooperative effort between law enforcement and education. It is essential to bring both areas of expertise together to provide the best possible prevention education to students. Instructor candidates must be equipped with the best tools possible from both law enforcement and education if they are to be successful in educating students. The Educational Advisor is the expert in the science of education. To model the cooperative effort, the Seminar Supervisor and/or Training Director shall work as a team with the Educational Advisor during all D.A.R.E. training seminars and conferences. Together, they will provide the very best training experience possible, to meet the needs of the officers and help them be successful educators.

Directive:

1. Upon confirmation by the Executive Director of the Maryland Police and Correctional Training Commissions, the D.A.R.E. Training Center Director shall appoint and supervise the Educational Advisor.
2. The Educational Advisor shall be directly responsible to the Training Center Director. Together they will render all decisions regarding training and education practices and principles used in D.A.R.E. training events.
3. It shall be the responsibility of the Educational Advisor to ensure that all D.A.R.E. training events utilize educationally sound techniques and current acceptable educational practices.
4. The Educational Advisor shall conduct or facilitate all blocks of instruction regarding learning strategies and principles, teaching methodologies, and classroom management.