SECURITY SERVICES

S.1. Communication Standard: ability effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
Engage students, parents/guardians, staff, visitors, and community politely and positively.	Manage information important to creating a safe learning environment.	Be responsible for critical worksite/district communications.[L]
◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by walking in the halls; be responsible by arriving at school on time; be respectful by using an inside voice in the halls while classes are in session, etc.)	◦ coordinate dissemination of information	◦ call for assistance, as needed, giving clear details about medical, security, or other emergencies
◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone	◦ provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community	◦ de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calmverbal and nonverbal communications
◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings)	◦ assist administrator or designee and educators in handling unusual situations, asking clarifying questions to determine best supporting actions	◦ handle difficult conversations with calm a demeanor
◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community	◦ serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes	◦ work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., emergency drills, security improvements, restorative practices, etc.)
◦ follow rules and regulations of engagement determinedby the law, district and school policies when interacting with students, parents/guardians, staff, visitors, and community	◦ participate in professional learning concerning effective communication	◦ deliver information to staff during meetings in the absence of administrator or designee on staff, student, and building security
◦ identify escalating situations with students, parents/guardians, staff, visitors, and community	◦ discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner	◦ write and compile reports, grant proposals, and other important documents
◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests	◦ write emails, texts and reports as required by job duties that are clear and grammatically correct	◦ maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information
	Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community.[RM]	**Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication.[M]**
	◦ explain and reinforce worksite/district expectations for a positive learning environment	◦ review written communications for qualities of professionalism, cultural sensitivity, and clarity
	◦ research and provide comprehensive and accurate information concerning rules, regulations, policies, and laws	◦ train other security staff in communication expectationsand procedures
	◦ facilitate transfer of information between school site/program and outside agencies and districts (e.g., community support agencies, municipal law enforcement, juvenile courts, etc.)	◦ stay current and share best practices relating to communication strategies
	◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior	◦ guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement
	◦ use corrective feedback to discourage inappropriate behavior and respect the individual	**Recommend areas for improvement in communications.[L]**
	◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.)	◦ research and suggest software applications/devices
		◦ serve on committee or work group gathered to improve communication quality and processes

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L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model

Foundational	Proficient	Advanced/Mastery
Engage students, parents/guardians, staff, visitors, and community politely and positively. ○ share and reinforce expectations for positive school-wide behavior (e.g., be safe by walking in the halls; be responsible by arriving at school on time; be respectful by using an inside voice in the halls while classes are in session, etc.) ○ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ○ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ○ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community ○ follow rules and regulations of engagement determinedby the law, district and school policies when interacting with students, parents/guardians, staff, visitors, and community ○ identify escalating situations with students, parents/guardians, staff, visitors, and community ○ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests		

S.2. Cultural Competence Standard: ability to examine one's own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
Recognize differences among and across groups of people.	**Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students' strengths.**	**Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership.[L]**
◦ identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity	◦ recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets	◦ lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community
◦ aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment)	◦ access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect	◦ participate in school/district equity activities
◦ understand social construction resulting in stratification of groups of people	◦ examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity	◦ participate on school/district's racial justice and equity teams
◦ know district policies regarding bullying and harassment/sexual harassment of students and/or staff	◦ acknowledge power imbalance occurs when one group's identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so)	◦ review school/district policies and practices for equity and cultural responsiveness, and recommend changes
Recognize one's reaction to individuals or groups who are different from oneself.[RM]	**Understand how one's own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others.[RM]**	◦ share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions
◦ aware of personal implicit and explicit biases	◦ reflect on own racial, social class, gender experiences to identify generalized social norms and expectations	**Use one's own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences.[M, L]**
◦ manage personal reactions to difference and expand ability to work with others	◦ reflect on how worksite/district policies and practices match or are different from own experiences and expectations	◦ engage in racial and cross-cultural dialogue with students in settings outside the classroom
Build relationships of mutual respect and seek to understand diverse perspectives.[RM]	**Work collaboratively with members of racially and culturally diverse groups.[L]**	◦ process racial and cross-cultural events with mentee(s)
◦ accept diversity as the normal, and part of working with all students, parents/guardians, staff, visitors, and community effectively	◦ use racial consciousness and cross-cultural understanding to communicate effectively	**Identify the need for additional cultural competence training and seek those resources.[L]**
◦ learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values	◦ participate in activities with interracial and cross-cultural groups in school and in the larger community	◦ access information on racial-identity development
◦ speak clearly and with a friendly, courteous tone	◦ provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community	◦ review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community
Acknowledge the value of speaking multiple languages.		◦ acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community
◦ learn key phrases in language of students, parents/guardians, staff, visitors, and community		◦ increase literacy (i.e., listening, speaking, reading, writing) in additional languages
◦ provide worksite/district documents (student handbook, code of conduct) in home language of students, parents/guardians, staff, visitors, and community		◦ understand historical development of access to education by race, class, gender, disability, etc. in the United States
◦ advocate for worksite signage in multiple languages		

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Foundational	Proficient	Advanced/Mastery
	Understand the impact of racial and cultural differences in educational and work environments. ○ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ○ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) **Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community.**[RM] ○ express awareness of own implicit and explicit biases ○ use protocols and skills in cross-cultural and interracial interactions ○ ask questions to determine if missing perspectives have been sought and included in decisions	

S.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
Follow procedures for collecting, managing, and maintaining information needed for job duties. ○ confidentiality of records and information about students and staff ○ information required for accurate and thorough incident reports ○ visitor registration, student sign-in/out log, alarm log, etc. **Manage work duties effectively within time allotted/allocated.** ○ be at active supervision sites at scheduled times (e.g., main entrance at arrival/dismissal, cafeteria, bus loading zones, etc.) ○ schedule for security needs at various school/district and public events ○ timely submission of reports **Follow directions and recommended operating procedures for job-related equipment.** ○ communication and monitoring devices ○ maintain clear and clean work area	**Maintain ready access to information and equipment necessary for job duties, including notifications and updates.** ○ school/district activities ○ requirements of the law and code ○ information necessary for official records, reports, correspondence, etc. ○ school policies and procedures, and Board policy and regulations **Model efficient and effective workload management.[RM]** ○ balance monitoring during high-volume times and cafeteria/hall sweep duties ○ employ problem-solving and planning techniques to daily security tasks ○ balance maintenance of daily logs with completion of report summaries **Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.[RM]** ○ school-wide plan to increase student time on task and reduce disruptive behavior ○ community-based prevention projects or programs **Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.** ○ communication devices, emergency services devices, recording and reporting systems, etc.	**Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion.[L]** ○ calendar and scheduling apps to track tasks ○ data tools to anticipate periods of increased activity **Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements.[L]** ○ parameters and guidance for school resource officer ○ safety procedures and coverage schedules **Manage administrative, fiscal, and facilities functions responsively.[M]** ○ manage department budget ○ inventory of emergency equipment ○ monitor use of facilities by outside groups **Manage or lead complex, multifaceted projects related to job duties.[L]** ○ coordinate students, parents/guardians, staff, visitors, and community input to implement a worksite security plan **Mentor/coach others in developing or maintaining organization skills related to job duties.[M]** ○ e-file organization and maintenance ○ apps to improve information access, use, and workflow

S.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).	Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.	Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.[L]
○ mandated reporting	○ observe student demeanor and attitude changes over time based on knowledge of student	○ training in identifying and proper reporting of suspected child abuse, harassment, and bullying
○ school expectations for positive behavior, and continuum of responses for unexpected behavior	○ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias	Assess, respond, coordinate, and direct resources to effectively address situations/incidents.[L]
Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).	Clarify reporting procedures for others and assist in notifying proper authorities.[M]	○ appropriate action toward injured or violated persons
○ student and adult behavior	○ factual reporting using appropriate terminology	○ intruder alert
○ situations that might disrupt daily school operation	○ proper use and submission of all forms and documents	Prepare required agency and individual reports and maintain all appropriate records.
○ illegal smoking, vandalism, or disruptive behavior	○ know when to activate the chain of command	○ incident reports of security breaches, crimes, vandalism, and aggressive or dangerous behavior
○ bomb threats or other threats of violence	○ potential responses to reporting, and of legal obligations and proceedings that follow reporting	○ deliveries, equipment, inventory
○ identify and report a situation to the proper administrator, and document the situation	Represent the school/district in a professional manner when reporting all incidents.[RM]	Mentor/coach others in documentation and reporting protocols.[M]
○ understand the chain of command for reporting procedures	○ abide by protocols and confidentiality agreements	○ accidents or incidences at the worksite or during sponsored activities
○ threatening visitors on campus	○ appear, when legally required, in court or other law enforcement environments in regard to criminal activity related to school duties	○ breeches in building security
○ all accidents or incidents, as required by school policy and state law		○ student and adult behavior
Maintain the necessary documentation for required agency and individual reports.[RM]		
○ deliveries, equipment, and inventory of security-related equipment		
○ student behavior and incident reports		
○ student recognition for positive behavior		
○ incident reports of security breaches, crimes, vandalism, and aggressive or dangerous behavior		

S.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
Contribute to the learning environment by nurturing positive ethical and moral practices.[RM] ○ be honest in dealing with lost items, reporting, and recordkeeping ○ consider racial and cultural context when making ethical decisions ○ be responsible for security items such as keys, radios, passcodes ○ use language appropriate to a learning environment ○ maintain high-quality work ○ focus on effective use of time ○ use leave time in accordance with school/district policy ○ exercise self-control, discipline, and integrity **Know the laws, district policies, and procedures related to ethical behavior and confidentiality.** ○ read and follow employee code of conduct/handbook ○ read and follow Technology Acceptable Use Policy ○ know and use the proper protocol to communicate and address concerns ○ maintain confidentiality concerning student and staff information **Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.** ○ know and participate in development of positive school culture to support a safe, inclusive learning environment ○ know and follow protocols for positive engagement with families and community	**Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite.**[RM] ○ resolve problems and conflicts, including discipline, according to the law and school policy ○ be responsible and accountable for individual performance and continually strive to demonstrate competence ○ use institutional or professional resources and privileges only for job-related duties ○ consider biases in procedures and practices that compromise social justice when making ethical decisions ○ deal considerately and justly with students, parents/guardians, staff, visitors, and community **Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.** ○ serve as an individual example of appropriate ethical conduct ○ strive for quality in delivery of services ○ participate in sense of collective responsibility for high-quality work and services ○ respond in a timely manner to feedback about personal performance and adapt accordingly ○ be conscious of potential discriminatory practices based on a person's disability, race, gender, cultural background, religion, or sexual orientation **Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.** ○ conduct conversations about students or other confidential matters privately ○ secure and protect documents from casual viewing ○ inform appropriate personnel of breaches in confidentiality ○ keep details of confidential matters limited to those who need to support and provide service	**Mentor/coach others in ethical conduct.**[M] ○ update staff on new procedures and policies ○ lead workshops or webinars on ethical behavior in educational settings **Lead others in ethical behavior.**[L] ○ observe, identify, and explain proper ethical conduct to students and staff ○ maintain high level of professional competence and integrity when exercising professional judgment ○ respect the values and traditions of the diverse cultures represented in the school/district and community ○ identify and report violations to the code of conduct ○ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ○ notice when policies, practices, or laws are harmful to individuals, groups, or the community ○ consider the conflict between the value of obeying the law and the value of serving people ○ initiate action for social justice ○ stay informed about current social issues that differentially affect students, schools, and communities

S.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.	Maintain valid safety and first aid/CPR/AED certificates as required by job duties.	Participate on safety committees at the school, district, community, and/or state level.[L]
◦ first aid certification, AED training, and blood-borne pathogen training	◦ register for first aid, CPR/AED certification classes every two years	◦ contribute to discussion based on experience and knowledge of public safety and building security
Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.	◦ access refresher materials online annually	◦ serve as staff liaison
◦ follow emergency procedures based on protocols and guidance from supervisor	Remain current with any new policies/procedures that ensure the health and safety of students and staff.	◦ take note of action items
◦ keep emergency plan in easily accessed location	◦ know policies/procedures for reporting all accidents occurring on school grounds	Advocate for positive changes that will improve the health and safety of students and staff.[L]
◦ school-wide expectations related to safety	Recognize behaviors that students may exhibit during emergency situations.[L]	◦ suggest improvements to visitor registration process for enhanced security and ease
◦ station oneself at designated location to direct emergency responders	◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations	◦ new information and practices for safe schools
Know worksite rules and policies for student and staff codes of conduct related to safety.[RM]	◦ implement protocol for students with a history of unpredictable or violent behavior	Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.
◦ areas of refuge	Display confidence and poise when making judgment calls during emergency drills or events.[RM]	◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory
◦ fire drill, evacuations, and lockdown procedures	◦ use a firm, calm voice and controlled breathing	Respond, coordinate, and direct emergency and disaster drills/incidents.
◦ plan for students with a history of unpredictable or violent behavior	◦ use practiced, predetermined phrases for clarity under stress	◦ collect feedback and metrics after drills
Make quick and accurate decisions in difficult situations.	Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.	◦ operate emergency communication devices
◦ call for ambulance/emergency support	◦ share only needed information with emergency or other assisting staff	◦ coordinate direction with administrators and emergency responders
◦ know procedures for person with a knife or firearm		Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.
◦ make appropriate staff aware of situation		◦ apply knowledge from daily interaction with students
◦ activate emergency response team based on guidance from administration		◦ apply de-escalation skills and procedures

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*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

Foundational	Proficient	Advanced/Mastery
Maintain security and safety with regard to visitors in the building. ○ securing the building ○ evacuation paths ○ promptly respond accordingly when an emergency code is announced ○ monitor surveillance equipment ○ know plans for school events to schedule and coordinate security. ○ know sign-in procedures and parameters for visitors entering the building, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ○ know procedures for stranger in the building/on campus **Know the physical design, location of emergency/electrical panels, safe areas, and operations of the worksite.** ○ follow daily and alternative bell schedule		Mentor/coach others regarding emergency policies and procedures.^{M} ○ evacuation paths and protocols ○ stranger-in-the-building scenarios ○ weather and environment-related emergencies ○ de-escalation skills and procedures ○ emergency and surveillance equipment

S.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
Operate computer and/or other digital devices and platforms required for job duties. ○ online or virtual professional development ○ appropriate software for job requirements ○ system for reporting incidences ○ security camera system, telephone/walkie-talkie etiquette and protocols ○ printer, email, district website, and internet Operate standard office equipment. ○ copier ○ entry door intercom and access Input data, as needed, for accurate data management. ○ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) Know worksite's Acceptable Use Policy. ○ read annually and submit signature page Know terminology in order to solve common technology issues. ○ dialogue box, error message window, etc. Learn and adopt new technology methods. ○ tablet apps for security and surveillance	Monitor job-related emails routinely.[RM] ○ at least three times daily or as directed by supervisor Operate advanced settings of building security equipment needed to perform job duties. ○ alarms and emergency alert systems ○ automated external defibrillator (AED) Use appropriate job-related programs to perform internet research, and create and design documents. ○ spreadsheets, reports, diagrams, graphs, etc. ○ input data, as needed, for accurate data management (e.g., school visitor system, incident reports or information, inventory control) ○ web and document searches Know how to contact Information Technology (IT) department and report specific issues. ○ note clear sequence of events prior to technology issue ○ designated email for reporting ○ screen shot of error messages ○ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to Model safe internet and technology use.[RM] ○ responsible social media use ○ know student data privacy rules and/or laws ○ appropriate response to phishing, trolling, spam, etc.	Research trends/issues pertaining to the job.[L] ○ safe schools ○ anti-bullying ○ restorative justice practices ○ emerging security-threat management Download specific programs for maintaining building security as directed by supervisor. ○ apps to improve communication with students Review and manage data, as needed, for accurate data analysis. ○ generate discipline data reports ○ maintain incident/accident data Mentor/coach other security staff to use internet/software applications safely and independently.[M] ○ schedule time with mentee to review digital requirements of job duties ○ opportunity to answer questions about Acceptable Use Policy ○ cyberbullying, internet safety ○ safe visitor procedures ○ schedule time with mentee to review worksite/district Acceptable Use Policy Manage a social media presence.[L] ○ previews of upcoming school events and info messages ○ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform

S.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.	Project a positive image to the community through communication, involvement, and personal conduct.RM	Seek or maintain connections with the larger community.L
◦ uniform shirt and pants, clean and wrinkle-free	◦ commitment to providing a secure and welcoming learning environment	◦ liaison to local, state or county police departments
◦ sturdy footwear or boots appropriate to perform security tasks in educational setting	◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community	◦ liaison to local youth support groups
Conduct oneself as an ambassador for school or agency.RM	**Maintain emotional control in stressful situations.**	**Engage in the improvement of the profession through active participation in professional organizations.L**
◦ model school procedures and expectations	◦ use a firm, calm voice and controlled breathing	◦ attend local union meetings
◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals	◦ ask clarifying questions	◦ take on a position in local or state union
◦ respond to requests for information promptly	**Establish and maintain effective working relationships with others both in and outside of the worksite.RM**	◦ attend regional or national conferences
◦ provide appropriate information to students, parents/guardians, staff, visitors, and community	◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community	◦ seek resources from the National Association of School Resource Officers (NASRO) or similar organization
◦ demonstrate honesty and integrity in making decisions	◦ seek solutions to identified needs with appropriate staff	**Demonstrate initiative in identifying areas of need and opportunities for improvement.**
◦ appropriate use of language around students	**Maintain current knowledge of procedures, policies, and laws.L**	◦ anticipate needs for monitoring and supervision of physical spaces for different groups of users
◦ greet students, parents/guardians, staff, visitors, and community in a dignified, respectful manner	◦ changes in security services, immigration status, and protections in schools, etc.	◦ improvement of sign-in procedures for visitors
Know the roles and responsibilities of your career field.	◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community	◦ ensuring educational environments and learning spaces are safe and predictable
◦ areas of responsibility and policy for intervening with students as established by school/district administration	**Respond appropriately to instruction and feedback.**	◦ serve on school climate committee and/or emergency response team committee
◦ complete basic training for school resource officers	◦ develop strategies for continuous improvement	◦ programming for staff and students on how they can contribute to a safe learning environment
◦ effectively prioritizing patrolling needs	◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve	**Seek additional certifications.**
◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting)	**Shift tasks and priorities when necessary.**	◦ advanced school resource officer or supervisor training course
Work collaboratively with a team.RM	◦ interrupt or reschedule planned tasks as needed	◦ specialized police in-service training
◦ acknowledge merits of multiple viewpoints or ideas	◦ ask clarifying questions to understand needs and new priorities	**Mentor/coach others in role-alike positions on professionalism standards.M**
◦ share ideas with and accept ideas of team members		◦ communicate importance of positive security interactions to the learning environment and community
◦ understand team structures and how to contribute for the best interest of the students		