



# **Native American Training Series II**

## **Implementation Guide**



**COMMUNITY ORIENTED POLICING SERVICES  
DEPARTMENT OF JUSTICE**



## **Executive Summary**

For over a decade the COPS Office has provided valuable training and technical assistance to law enforcement agencies throughout the United States. Recent research has indicated that many of these programs are not currently being utilized by tribal policing agencies because they were not appropriately tailored to the Native American community. The COPS Native American Training Series II (which includes this Implementation Guide and the Native American Training Series Toolkit) has been developed to meet this need by providing quality training and tools that are based in proven community policing principles and practices.

The specific purpose of this project was not to create new, untested programs, but to tailor existing successfully-implemented community policing initiatives to meet the needs of Native American communities. There is a wide diversity of Native American communities, each with their own unique tribal characteristics. This program has endeavored to modify these useful community policing products to the Native American community, understanding that each tribal entity will further refine the adaptation process to meet the specific needs of individual tribal nations and specific community concerns.

This Implementation Guide presents information for the tribal trainers on program modifications and facilitator adaptations that will empower community leaders and increase the overall utilization of the curriculums and the tools.

The Native American Training Series II contains eight separate training programs including seven designed for tribal policing agencies and one school-based presentation. Additionally, the accompanying toolkit contains this Implementation Guide and ancillary tools to enhance both the learning experience and the actual utilization of the series. This Implementation Guide also contains background information on the program and useful information to assist in the implementation of this training series.

## **The Role of the Tribal Trainer**

The tribal trainers must be cognizant of the fact that the Native American Training Series II has been developed to provide quality training and tools that are based in proven community policing principles and practices. As stated previously, the purpose of this project was not to create new, untested programs but to tailor existing, successfully-implemented community policing initiatives to meet the needs of Native American communities. This program has endeavored to modify these community policing products to the Native American community, understanding that each tribal entity will further refine this adaptation process to meet the specific needs of individual tribal nations and individual community concerns.

Project developers encourage tribal trainers to pay particular attention to the facilitator notes embedded throughout the curriculum. These notes may ask the trainers to develop alternate activities or discussions. The facilitator notes will provide guidance and direction to the trainers as well as suggestions on how to present various aspects of the materials. Tribal trainers must be able to adjust these presentations to their audiences. This will not only make the presentations stronger and more compelling to the attendees, but will demonstrate how the COPS Native American Training Series can make a real difference in tribal communities.

According to the 2000 U.S. Census, there are over 4.1 million people who reported their race as American Indian or Alaska Native, with over 1.8 million comprising the population of the thirty largest identified tribes. Additionally, there are hundreds of tribal communities spread throughout the United States. Because of the cultural diversity of these communities and their tribal members, project developers acknowledge that, although the materials have been generally adapted for Native American culture, further modifications must be made by individual tribal communities in order to tailor these programs to meet each tribal nation's specific needs.

It is recommended that after receiving the facilitated instruction provided in the COPS Native American Training Series II, Train-the-Trainer participants will be encouraged to further adapt these training programs and tools to meet the specific cultural expectations and needs of their own unique tribal communities. Thus all of

the materials provided in the COPS NATS II Toolkit are provided in dual formats. In one version, materials are presented in a ready-to-use PDF (portable data file) format. In this version tribal law enforcement officials or community leaders can simply print out or display the materials exactly as they are shown.

In the second version, materials are electronically saved in their original Microsoft Word, PowerPoint or Publisher formats, allowing the end-user to further adapt and modify the materials to meet the tribal community's specific needs. Examples of this adaptation may include substituting photos from their own tribal communities for the ones shown in the generic presentation, or even adding to the facilitator manuals or training presentations to build a sense of ownership in the project.

Because research has shown that tribal members will be more willing to accept programs that they feel are directly related to their specific circumstances and include their own unique cultural perspective, COPS NATS II attendees are encouraged to further adapt the materials in order to increase their acceptance, implementation, and utilization.

Once COPS NATS II Train-the-Trainer participants have completed their own personal adaptations and modifications, they are ready to begin mobilizing individuals, building partnerships, identifying issues, and solving crime and quality-of-life issues in their communities.

Program developers are cognizant of the fact that these six topical areas may not address the specific needs of each Native American community, but it is believed that if communities do have concerns in the areas of school violence, gangs, School Resource Officers, or desire to learn about the benefits of community policing, the COPS Native American Training Series II and its accompanying toolkit will be an invaluable resource.

## **NATS II Topics**

The following provides a brief overview of each one of the primary topical areas contained in the COPS Native American Training Series II, and a listing of the identified enabling learning objectives.

### **INTRODUCTION TO COMMUNITY POLICING**

The purpose of this module is to present foundational information on the history of the COPS Office NATS program and its impact on both tribal law enforcement training and the institutionalization of community policing concepts on reservations and in tribal communities. The latest definition of community policing will be presented along with its primary elements, and the role of the tribal law enforcement trainer in this initiative.



At the conclusion of this module participants will:

- Be familiar with community policing
- Be able to identify the SARA Model
- Understand the community policing philosophy
- Know the role of the NATS tribal trainer
- Understand the need for the tribal blessing/ceremony

### **SCHOOL CRIME AND VIOLENCE**

This School Crime and Violence presentation provides information on the various types of school safety issues that educational institutions of all types are currently experiencing across the United States. These issues have no geographic, social, or economic boundaries, and law enforcement officers working with schools or responding to calls for service at tribal schools should be familiar with these issues. This curriculum also presents information on risk and protective factors, basic school safety drills and the Active Shooter response to school shootings.

At the conclusion of this module participants will:

- Review school safety issues
- Identify lessons learned from previous shootings
- Identify outcomes from lessons learned
- Identify school safety drills
- Understand the basic concepts of “Active Shooter”

## **Topic: BULLYING IN SCHOOLS**

Bullying in Schools has become also an epidemic in both traditional and non-traditional schools throughout the country. This presentation will allow tribal law enforcement officers and their school and community partners to learn about bullying, its dangers, and some proactive methods to reduce bullying and harassment in tribal schools.



At the conclusion of this module participants will:

- Define bullying and its foundational elements
- Identify the types of bullies
- Identify specific anti-bullying strategies
- Understand the use of survey instruments
- Identify specific solutions to bullying in schools

## **Topic: SCHOOL SAFETY – CULTURE**

This School Safety – Culture presentation provides tribal law enforcement officers and their educational partners with information on basic school safety principles as well as information on how to create a culture of safety in the school environment. Participants will learn the elements of a safety culture as well as basic roles and responsibilities for students, parents, teachers, and administrators. This presentation also provides information on restorative justice and how this process may be utilized to enhance a culture of safety among juveniles in a school environment.

At the conclusion of this module participants will:

- Identify the components of a school safety culture
- Understand the various responsibilities of school officials, students and community leaders
- Identify proactive measures to ensure a safe school culture
- Understand the concepts of restorative justice
- Articulate the three-step restorative process

## **Topic: GANGS**

This presentation on Gangs is designed for tribal law enforcement officers and their community and school partners. This curriculum presents introductory gang information, important demographic information and statistics on gangs in Indian Country and materials to assist both law enforcement agencies and their partners with proactive solutions and strategic responses to addressing the gang problems on reservations.



At the conclusion of this module participants will:

- Identify the types of gangs
- Identify common gang activities
- Understand the social problems associated with gangs
- Identify gang prevention strategies
- Understand the need for a continuum of services to gang members

## **Topic: SCHOOL RESOURCE OFFICERS (SRO)**

The School Resource Officers (SRO) presentation provides vital information on the establishment, enhancement and maintenance of successful School Resource Officer programs. While many tribal communities may not yet have dedicated SRO's many officers work closely with the tribal schools and students. Information contained in this presentation may further facilitate these partnerships and assist in clearly defining roles and responsibilities for school safety.

At the conclusion of this module participants will:

- Identify the roles of the SRO
- Understand the primary duties of an SRO
- Understand the changing roles of SROs and the need to coordinate with school administrators and their policies



## **Topic: EARLY INTERVENTION SYSTEMS**

This presentation will address the aspect of early intervention in order to foster a climate of safety within schools. Participants will review warning signs and indicators of school violence, learn how to collect and analyze data in order to determine if and when various types of interventions should be utilized, and how to implement proactive intervention systems.

At the conclusion of this module participants will:

- Identify early warning signs
- Identify imminent warning signs of school violence
- Review data collection and survey methodologies
- Understand the use of problem solving techniques
- Identify violence prevention strategies

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