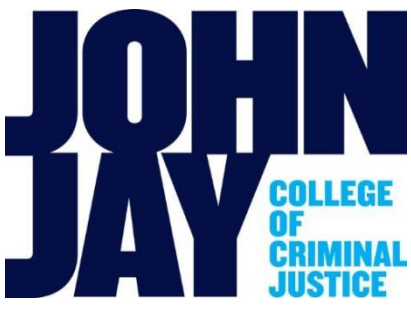
THE CENTER FOR PRIVATE SECURITY AND SAFETY

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

THE CITY UNIVERSITY OF NEW YORK



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THE CITY UNIVERSITY OF NEW YORK

THE SETTING: Critical Interventional Services, Tampa, Florida

VISITATION BY: John Jay College and Its Center for Private Security and Safety

LEAD INVESTIGATOR:

Charles P. Nemeth JD, PhD, LL.M
Chair and Professor
Security, Fire and Emergency Management
Director of Center for Private Security and Safety

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I. STATEMENT OF PURPOSE

The primary purpose of this project is a critical assessment and evaluation of a newly devised program for school safety- the ***School Protection Officer*** (SPO) program. The SPO program is a project launched by Critical Intervention Services, who are a major provider of private security services in the Tampa-Orlando, Florida area. As part of its pre- and post-testing analysis of program initiatives, CIS has enlisted the services of John Jay College of Criminal Justice, which is part of the City University of New York (CUNY). Specifically, John Jay's *Center for Private Security and Safety* has been consulted in order that the efficacy and effectiveness in both operation and design can be fully scrutinized. John Jay is a senior college in the CUNY system, of nearly 18,000 students, from BA/BS to PhD level, whose primary aim is the study and analysis of criminal and civil justice. It is considered the flagship research University for Justice Education and the world's central think-tank for matters relating to security and safety. The *Center for Private Security and Safety* is a professional education locale for security education, with school safety being a constant variable in its activities. The Center delivers nearly 100 courses per year on all things relating to security and safety, conducts risk assessments and other studies for external institutions, publishes research products and develops partnerships with various communities of practice.

At this stage of the analysis, during design and construction, the fundamental task of the investigator and reviewer is to provide recommendations and feedback on the plan and approach of the School Protection Officer program. Such a review will rely heavily on historic practices in the school safety field although simultaneously weighing and evaluating novel and innovative approaches to the delivery of said services. In addition, the program analysis will be identifying how the CIS approach may or may not advance "best practices" in the matter of school safety. Given the rising fears and trepidations about school safety, the marketplace of educators, government officials, parents and students alike, are rightfully clamoring for better methods of crime predictability in the school environment.

In order that an evaluative study of this type take place, Critical Intervention Services made all relevant information fully and freely accessible. First, CIS made its entire pertinent staff, from trained SPO's to the President of the Company to the Vice President for Special Projects, the chief designer of the SPO program, available for extensive on-location interviews. The Lead Investigator, Dr. Charles P. Nemeth physically visited the campus locations of schools under consideration for the SPO program, and spent nearly 5 days, March 27 to March 31, 2014, conducting interviews with not only these designated staff, but also prospective school administrators considering the SPO program, actual officers delegated to initial placements as SPO's and aligned personnel responsible for the SPO program. During mid-December of 2013,

another visitation took place to survey potential school environments where the SPO program might be installed. Access to materials and training was also freely obtained and additional requests for materials fully honored. On March 31, the Lead Investigator attended a full education session on the SPO program with nearly 40 school principals and headmasters and experienced first-hand the reactions of those primarily entrusted with school safety on a day to day basis. Finally, all texts, manuals and workbooks, media and Power Points were delivered to the Lead Investigator well in advance of his visitations.

After an intensive review of these materials and an in-depth look at industry standards and common practices, a report highlighting CIS competency and suitability for delivery of a new School Protection Officer program is now issued. The report has been constructed along these lines of inquiry. First, what is a School Protection Officer and is the CIS template for that officer a professional model worthy of implementation? Second, what are the proper qualifications for the School Protection Officer and has CIS failed, met, or exceeded these expectations? Third, what types of training foster effective School Protection Officers and has CIS failed, met or exceeded these expectations? Fourth what makes the CIS version of the School Protection Officer unique, different in outlook or innovative considering historical methods of providing school security and safety? Finally, how does the SPO holistically fit into the overall security context of a safe and secure environment- especially that propounded by CIS?

II. SCHOOL PROTECTION OFFICERS: DEFINITIONAL DYNAMICS

Precisely what defines a school security or safety specialist has been the subject of intense and constant debate.[1] In the simplest terms, it has been argued that a school officer is nothing more or nothing less than a police officer stationed within a school setting. Hence, the training and background of the officer provides him or her with the universal knowledge to operate in any setting. Others have argued that the school officer is akin to a juvenile officer who operates with a special care and understanding of youth crime and corresponding pressures.[2] Other research appears to favor the COPS (Community Oriented Policing Services) comparison, for a school is but a mini-community with all the demands and challenges that any community has and therefore, this model of community integration fits best.[3] As eventually codified, the COPS program, federally mandated and funded,[4] designates an officer assigned to a school as a "School Resource Officer." The formal definition for the SRO is:

A. COMMUNITY ORIENTED POLICING SERVICES (COPS) PROGRAM (42 U.S.C. §3796DD-8)[5]

- a "school resource officer" is defined as "a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations—

(A) to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school;
(B) to develop or expand crime prevention efforts for students;
(C) to educate likely school-age victims in crime prevention and safety;
(D) to develop or expand community justice initiatives for students;
(E) to train students in conflict resolution, restorative justice, and crime awareness;
(F) to assist in the identification of physical changes in the environment that may reduce crime in or around the school; and
(G) to assist in developing school policy that addresses crime and to recommend procedural changes.

By implication the officer becomes a resource amongst all other available resources to provide safety and security in the school environment. Thus, the designation, "School Resource Office" takes on its own life and becomes synonymous with public law enforcement placed in school buildings whose mission and outlook lacks universality and uniformity. Exactly how that safety and security is provided has become a subject of extensive debate. For some, the officer must become more the educator than anything, so that he or she might "fit" the locale. So it was common in earlier analysis, for commentators to call upon the officer to become a teacher of "law related classes."[6] This educational component seemed the distinguishing characteristic for the SRO who is "law enforcement officer, a counselor on law-related matters and a classroom teacher of law-related education.[7] It is equally clear that earlier considerations of this type of officer lacked a cohesive view of how the officer fits into the entire superstructure of school and its environment. Officers were "inside" the school but by training and preparation, role and function, self-image and perception, apart or detached from normal school operations. Historic definitions fail to integrate officers into the reality of their own placements.

While each of these definitions has conceptual value, none in total encompasses the complete nature of the School Resource Officer. For said officer cannot work detached from the structural bureaucracy of any given school nor can that officer build the necessary intelligence in isolation from others that know other sources of information. Over the last decade or so, the movement to define the concept of a School Resource Officer now includes a holistic vision of the entire school community- a movement to team building and information sharing.

B. CONGRESSIONAL RESEARCH SERVICE

A recent Congressional Research Service study, *School Resource Officers: Law Enforcement Officers in Schools (2013)* delivers a tri-partite division of what constitutes the officer, namely:

1. Safety Expert and Law Enforcer
2. Problem Solver and Liaison to Community Resources
3. Educator[8]

Using this model, the United States Department of Justice and its Office of Community Oriented Policing Services specifically delineates the various roles and functions catalogued under this three part design as:

1. SAFETY EXPERT AND LAW ENFORCER

- Assuming primary responsibility for handling calls for service from the school and in coordinating the response of other police resources
- Addressing crime and disorder problems, gangs, and drug activities occurring in or around the school
- Making arrests and issuing citations on campus
- Providing leads and information to the appropriate investigative units
- Taking action against unauthorized persons on school property
- Serving as hall monitors, truancy enforcers, crossing guards, and operators of metal detectors and other security devices
- Responding to off-campus criminal mischief that involves students
- Serving as liaisons between the school and the police and providing information to students and school personnel about law enforcement matters.
- Developing incident response systems
- Developing and coordinating emergency response plans (in conjunction with other emergency responders)
- Incorporating law enforcement onto school crisis management teams
- Developing protocols for handling specific types of emergencies
- Rehearsing such protocols using tabletop exercises, drills, and mock evacuations and lockdowns.

2. PROBLEM SOLVER AND LIAISON TO COMMUNITY RESOURCES

- Developing and expanding crime prevention efforts for students
- Developing and expanding community justice initiatives for students
- Assisting in identifying environmental changes that can reduce crime in or around schools
- Assisting in developing school policies that address crime and recommending procedural changes to implement those policies.

3. EDUCATOR

- Policing as a career
- Criminal investigation
- Alcohol and drug awareness
- Gang and stranger awareness and resistance
- General crime prevention
- Conflict resolution
- Restorative justice
- Babysitting safety
- Bicycling, pedestrian, and motor vehicle safety
- Special crimes in which students are especially likely to be offenders or victims, such as vandalism, shoplifting, and sexual assault by acquaintances[9]

Few would argue that each definition has merit and that the process of full definition is still evolving. On the other hand, there is nothing in these definitions which represents a complete separation or a highly distinguished role from traditional law enforcement. Glaringly apparent is the lack of a "privatized" view of the occupation- a definition that does not depend on the public law enforcement model or background. Equally lacking is the centrality of the unique intelligence methods to be employed in the school environment. Other observations are possible but suffice to say, none of these definitions fully encapsulates the complexity of the School Resource Officer. Put another way, the SRO model erects a two dimensional prototype for the officer who walks the halls or staffs the entry technology, who need not integrate his or her role into the school in totality, and may even be applauded for maintaining the systematic independence from other school functions. In the world of CIS, any detachment from the reality of placement is considered inherently flawed.

III. THE CIS SCHOOL PROTECTION OFFICER (SPO)

By contrast, the CIS definition begins anew from the very three words that define the occupation. Instead of a "Resource" Officer, CIS intentionally chooses "Protection" as its designation for in the final analysis that is the primary aim of any school safety or security program. The protection of student, staff and faculty as well as physical assets correctly consumes the security professional's outlook. That is why the officers are placed- not to act initially as resource to others but as protection to all. SPO deployment is not a singular act of personnel deployment but a conscious decision to deploy as part of a larger conception- a grand vision of how the SPO fits in the scheme of its protective model. SPO's never act alone but are backed up by a full process of policy and procedural improvement, physical security assessment and improvement and the fullness of the CIS proactive approach. The SPO is always one element in a larger scheme encompassing a multi-faceted security approach.

Coursing his or her way through various stages of protection, the SPO is both a role player in the "Proactive" prevention techniques as well as the "Reactive" response to threat and security breaches. At no place in the continuum of possibilities is the SPO distinct from school reality. In the "Proactive" role, the SPO is a contributor to a positive school culture; a networker who, by sterling character and virtuous disposition sets a tone for community respect; an evaluator of every imaginable threat and challenge a school will encounter and the physical security specialist who correlates potential security breaches with the design and environmental realities of the school facility. In the "Reactive" phase, the school does not call out for assistance but soon realizes that the call is "in the building" with officer response measured as instantaneously as possible- as to speed of lockdown, communication to community authorities and stakeholders, response time to intruders and threats and policy making that insists upon mitigation rather than mere cleanup. At every point in the placement of the SPO, these tactical considerations are measured and evaluated. CIS describes the process as:

The CIS School Protection Program integrates all of these approaches to managing risk in schools. The CIS School Protection Program is designed as a holistic, integrated program that employs a multi-tiered strategy to reduce risk by preventing acts of violence and mitigating the potential impact of events through effective preparation and response.

And the designation of SPO signifies a great deal more than traditional law enforcement activity but a functionary that engages proactively rather than reactively to disaster, crime and

catastrophe. SPO implies an engaged professional who both treasures and mines the environment for intelligence that thwarts criminality and undermines its capacity to be carried out. The SPO definition, as posed by CIS, when contrasted with the SRO, is a radically different vision:

> *The School Protection Officer (SPO) is a CIS Protection Officer who has been specially selected and trained for the mission of providing protection for schools against criminal threats, including threats of targeted violence. The SPO used Community and Character Based Protection Initiatives (CCBPI) as a basis for preventative interaction, detection of threat indicators, early threat intervention and establishment of a safe school culture. The absolute, most important mission of a CIS Protection Officer is to encourage CCBPI. The SPO may also conduct day-to-day security and safety activities including access control, intruder identification and traffic engagement.*

Under CIS principles, the SPO is a vastly different player in the school setting for the emphasis shifts from traditional law enforcement tactics to an "integrative" force in the community known as school. Instead of reactivity, the SPO is always anticipating, projecting, and predicting the possibilities of crime and criminality. Within this definition, the SPO is first looking for threats, from crimes about to be committed to violent actions. Hence threat analysis and threat assessment become more important than crime reduction and drug stings.

Secondly, the SPO, already trained in traditional security techniques, must elevate his or her analysis by delving deep into the nature of the school community, by absorbing every facet of the school culture feasible. If the SPO understands the culture of a school, he or she will be most capable of ferreting out future problems. In this way, the SPO is an intelligence gatherer, a befriender of various school constituencies, a role model for other students and a person impeccable in personal character and beyond reproach in behavior. Therefore, the character of the officer is crucial to success in the role- for it must be without mar or stain, driven by virtue and the highest professional ambitions. Only then will community integration be possible.

Thirdly, this is a role that tends to emerge from the "private sector" rather than the public sector. While there is no bar to experience public officers taking on this task, CIS tends to favor the private security officer in this role- an officer whose outlook is more consumer driven and more flexibly adaptive to the nature of a school.

In sum, the CIS SPO approaches his or her task at school level with starkly different methodologies when compared or contrasted with the historic SRO. A review of its standard mission tasks gives meaning to these differences.

A. CIS SCHOOL PROTECTION OFFICER TASKS

The following is a list of common mission tasks and responsibilities assigned to CIS SPOs.

NOTE: Specific tasks may vary from school deployment-to-school deployment based on client specific priorities.

- Liaison with school officials regarding general day-to-day security issues.
- Networking (CCBPI) with faculty & students to reinforce social capital, display positive role behavior, and identify (and investigate) the following issues:
    - Threat Indicators
    - Crisis Indicators (suicide, child abuse, drug abuse, etc.)
    - Bullying and other behaviors that often contribute to formation and escalation of threat intent
    - Dynamic changes in gangs or social groups of potential concern
    - Criminal activity
- Initiate threat assessment investigations when potential threat behavior is witnessed.
- Coordinate and lead the joint school-CIS threat assessment team in investigating and assessing potential threats.
- Liaison with local police on matters related to criminal activity, problems in surrounding neighborhoods, special events, and threat management.
- Identify and investigate potential intruders on-site.
- Assist with school access control functions including on-site visitor escorts.
- Assist with traffic and visitor control during peak arrival/departure periods and special events.
- Conduct evening security inspections to make sure doors are locked, alarms activated, and lights turned off.
- Conduct specific security functions during conventional emergencies:
    - Direct evacuation or shelter-in-place activities
    - Safety investigate threat at hot zone (bomb search, fire, etc.) and verify complete evacuation of facilities
    - Search for secondary threats (ambush, secondary devices, etc.) during evacuations
    - Control access to crime scene (if a crime scene) until police assume full function on-site
    - Control vehicle access and parking to facilitate access of emergency vehicles
- Liaison with local police on basic security matters.

- Render emergency medical aid (CPR/AED, choking assistance, bleeding control, shock management, etc.) during major medical emergencies until EMS arrives on-site.
- Rapidly intercept, engage, and neutralize violent threats to students and faculty.

B. CONCLUSION:

The CIS School Protection Officer (SPO) program, as presently designed, incorporates all historic and traditional "best practices" relating to the placement of law enforcement and security officers within the school setting. However, the SPO ratchets up the professional expectation of what a security professional can accomplish within the school environment. Of notable commendation are:

1. The "integrative" philosophy of the SPO whereby the officer must incorporate his person into the school culture for intelligence, threat assessment and proactive prevention.
2. The positive use of Character and personal integrity in the community integration process and how central exceptional professional conduct is to success in this method.
3. The SPO's full integration into the life and culture of an assigned school is assured by the "Proactive" and "Reactive" components of the CIS School Protection Program.

IV. SCHOOL PROTECTION OFFICER: QUALIFICATIONS

Any meaningful chance of success in the school environment will depend on many factors though none is more compelling than hiring solid candidates for school placement. Regardless of role or task assigned, the SRO or SPO must be capable and competent in delivering effective service in an educational setting. As in definitions, the historic expectation was that the law enforcement officer's training in the Academy and other associated training would work no matter where the placement occurred. Under the COPS program, whereby officers are placed in the schools, the primary decision of employment remains the province of the law enforcement agency.[10] The legislation dictates:

- Law Enforcement agency has authority to hire, assign and train SRO
- Law Enforcement agency provides salary and employment benefits
- SRO is employee of the law enforcement agency and follow agency policies/procedures and chain of command[11]

It seems incongruous that an SRO would significantly alter traditional policing practices when these historic ties are maintained as intimately as designated above. As long as the public law enforcement model dominates placement, coupled with union and supervisory expectations, the potential for full integration into the school culture remains more remote.[12] And just as evident is the lack of any uniformity in the experience since each public law enforcement officer may vary in qualification and requirements. Thusly, if one city requires a high school degree while the other an Associate's degree, the placed officer, even in the same school system, will manifest differences in background.

Given the continuing tragedy of school violence and mayhem, it is reasonable to conclude that the status quo is not the cure for the current crime witnessed in educational settings.

On more particular matters, such as the already noted educational background, there is no uniform standard or policy on educational level. This lack of clarity on educational levels does not bode well for a predictable result in school safety. In a 2010 survey by the Law Enforcement Management Institute of Texas, the authors concluded:

Because school resource officers play and important role in the program, the quality of their experience, level of education, training, and personal characteristics are in direct proportion to a program's effectiveness and success.[13]

The conclusion is reached relative to the nature and extent of experience required of prospective SRO's. Lacking a uniform standard, school districts have come to rely upon the rules promulgated by the local departments that place the officers. Since so many of the SRO's have been funded by the COPS program, it is difficult to control outcomes or other conclusions since the funding precedes the acceptance of certain practices. It may or may not make sense to have public law enforcement experience for the position of SRO or SPO. Most of what the position calls for relates more to human relations and people skills than traditional crime fighting tactics. Hence the experience model promulgated by police departments may simply be irrelevant to the real need at hand. To illustrate- what will work better in the school environment? Five years as a criminal investigator or five years as a counselor to rape victims, or abused children? Most commentators are calling for skill sets that are distinctively different than gumshoe policing. One argues for experience and ability to "work with parents; to work with principals and school administrators and with students."[14] Another finds the following experiences and competencies just as helpful:

- Likes and cares about kids
- Has the temperament to work with school administrators

- Has the capacity to work independently
- Is not a rookie
- Knows the community[15]

In contrast, 4 years on the bomb detection unit just cannot be as preparatory as these human experiences which traditional law enforcement does not cherish or value in the same way.

A similar conclusion could be said of training where a uniform policy does not exist. Some SRO'S are certified while most not; some have undergone intensive training while others none and some are well educated while others less than high school. It is fair to assume the more educated member will fare better than the non-educated for many of the skills needed in the school environment, e.g., communication skills, conflict resolutions, problem solving and crisis intervention[16] assume a higher conceptual preparation and learnedness.

As to personal characteristics, the national framework for unified standards remains just as muddled as the other criteria. With all of the skills needed at the human level, it is no wonder that most analysts appreciate the correlation between sound character and effective school security activities. "Effective role models" who are "socially mature, flexible, keeping with a positive attitude, being independent, hardworking, courteous, patient and adaptive, ability to work with minimal supervision and good organizational skills"[17] are all desirable personal qualities. Other studies stress the positive traits of "honesty" and being a "good role model' as well as operating from a "strong spiritual foundation." [18]

When compared to the national framework for SRO qualification, the CIS SPO lays out a more predictable and dependable series of requirements. In general terms, the candidate must have experiences, though these may vary; must be educated; must be superior in the world of communications, superior in terms of personal character and highly competent in all educational facets of his or her training. The basic candidate requirements for a CIS SPO are:

- Min. 1 year experience as a CIS Officer with the following experience/qualifications:
- Special Services Group (SSG) Officer or Anti-Terrorism Officer (ATO)
- Former LE, US Military, or post-secondary graduate (CJ)
- Written supervisor endorsement for superior CCBPI skills & demonstrated exceptional ability to communicate with youth
- Good physical condition (necessary for rapid tactical response)
- No serious disciplinary actions
- CPR/AED Certification
- 90% or better handgun range score
- Willing to commit at least one year under SPO employment contract

- Commitment to complete all annual in-service training and continuing education requirements

Preferential consideration among candidates may be given to personnel that meet the following criteria:

- Threat Management (RAVEN) Qualification
- Recipient of the CCBPI Matthew Little Award
- CIS Community Resource Officer (CRO) experience
- Prior experience as a teacher in a school environment or LE School Resource Officer

In training, successful passage, and at high grading levels rest side by side with CPR, First Aid, Physical Condition, Active Shooter, Handgun Range Score, In-Service and its comprehensive SPO Certification program, will be the norm for placement.

At the educational level, "post-secondary' education is required. In experience, CIS encourages its best and brightest to apply "up" from Special Services, Anti-Terrorism program or traditional law enforcement. In addition, it grants favorable status to military background that is capable of adaptation and leadership needed in the school setting.

In the CIS context, the role of Character and Personal Integrity weave through an entire plan of protection services- not as an afterthought or footnote to other policymaking but as central to implementation. An "exceptional" endorsement from a supervisor is required as to matters of character and community relations building for this is the SPO greatest weapon in the arsenal. Good character is deemed so important that all other proficiencies will not make up for its deficit or lack thereof.

A. CONCLUSION:

At every level of the comparison, the CIS standard for qualification exceeds its SRO counterpart. By adopting clear and unequivocal policies regarding eligibility for the position, and making said requirements mandatory rather than discretionary, the CIS SPO will be a better qualified and better prepared candidate for school placement.

To be commendably noted:

1. The role of personal character and integrity assures a minimal amount of scandal in the school environment where scandals arising from fraternization are far too commonplace

2. The recognition that skills in human interaction are central to success for SPO will foster the free flow of intelligence necessary to proactively prevent crime and violence in the school setting

V. SCHOOL PROTECTION OFFICER: TRAINING AND CERTIFICATION

The matter of national certification cannot be standardized in any context. While no state has specific certification requirements, a few organizations, such as the National Association of School Resource Officers (NASRO) has a 40 hour program. [19]

Basic SRO Course

The Basic School Resource Officer Course is a forty-hour (40) block of instruction designed for any law enforcement officer with two years or less experience working in an educational environment and school administrators. The course emphasizes three main areas of instruction:

Functioning as a police officer in the school setting

Working as a resource and problem solver

Developing teaching skills

It is difficult to grasp the substantive continuity of a program defined so loosely. The advanced course does a little better but not at the level to insure nationalized expectations.

Advanced SRO Course

The Advanced School Resource Officer Course is a twenty-four (24) hour block of instruction designed for any law enforcement officer working in an educational environment. This course, following the SRO Triad model, advances the SRO's knowledge and skills as a law enforcement officer, informal counselor, and educator.

Training topics include:

Leadership

Working Effectively with the School Community

Interviewing Skills for SROs

General Legal Updates

Technology and Social Media

Threat Assessment

CPTED

The National Association of School Safety and Law Enforcement Officials (NASSLEO) deliver suggestions on best practices for the position but provide no certification program. [20] Other professional organizations and governmental entities provide broad based support for school initiatives but no national program for training or certification. [21] There are some private entities such as the School Safety Advocacy Council which deliver training courses- the two most relevant being:

Basic School Resource Officer Certification, the content including:

Upon completion of this course, students will be able to:

- *Identify examples and historical perspectives of school based law enforcement*
- *Describe the varied roles of a school based law enforcement officer*
- *Understand the importance of establishing and maintaining positive school based relationships*
- *Have a better understanding of Federal Education Law and Law/Rules pertaining to the search of students while at an educational setting*
- *Understand the basic principles of classroom instruction and public speaking*
- *Have a better understanding of effective counseling and mentoring skills*
- *Understand techniques for maximizing the safety of the educational environment*

The Advanced School Resource Officer Certification, the content including:

Topics to Be Covered:

Upon completion of this course, students will be able to:

• Have an understanding of the duties of the educational based law enforcement officer and school administrator in charge of school safety

• Identify the causes of violence on school campuses and solutions to deal with them

• Understand the need for school safety assessments and how to conduct a basic safety

Assessment of their building/campus

• Better understand the concepts and theories of Crime Prevention through Environmental Design

(CPTED) and how it relates to school safety

• Understand the basic principles of media relations and how it relates to school safety

In terms of generalized advice as to what the curriculum should be for certification, there is no shortcoming. Many entities and organizations suggest training but appear reticent to mandate it. COPS- Center for Problem-Oriented Policing offers up some general suggestions for success in the training design with these topics:

- The ability to work effectively with students within the age range of the school
- The ability to work with parents
- The ability to work with principals and other school administrators
- Knowledge of school-based legal issues
- Knowledge of school resources
- Knowledge of social service resources
- An understanding of child development and psychology
- An understanding of crime prevention through environmental design
- Teaching skills
- Public speaking skills
- Knowledge of school safety technology and implementation.[22]
- Community policing in schools
- Legal issues
- Cultural fluency
- Problem solving
- Safe school preparation
- Child development
- Mental health intervention
- Teaching and classroom management strategies.

Training also takes on very specialized forms when further scrutinized. Hence, one will likely encounter training on drugs, tactics, violence or gangs in most settings.

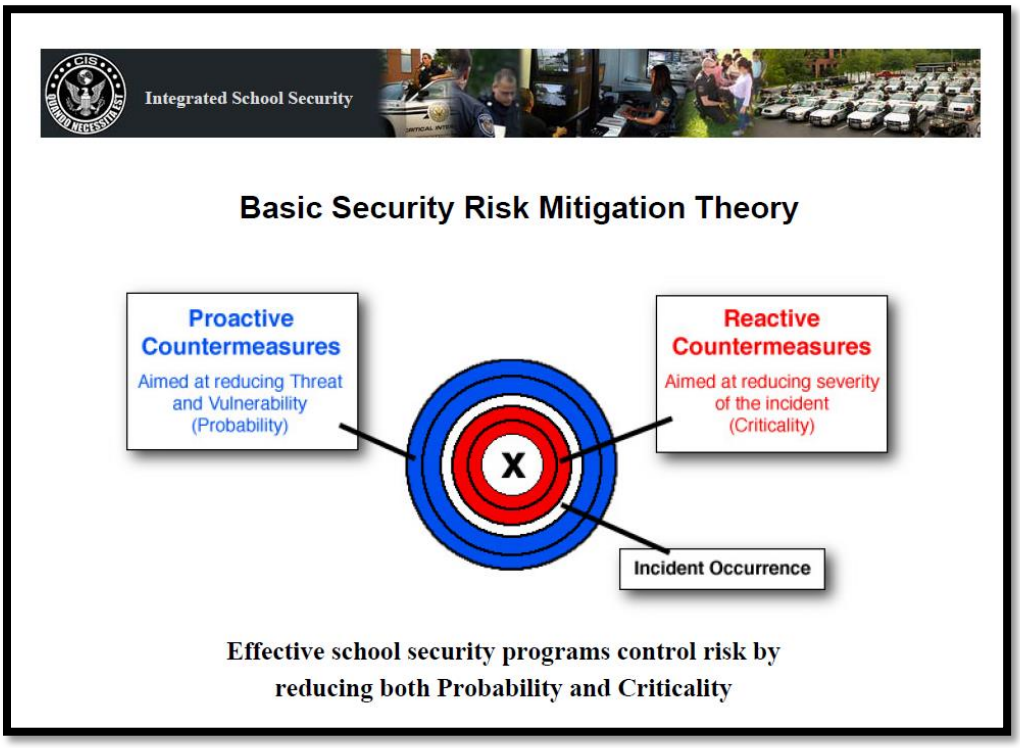
In the final analysis, there really is little in the way of comprehensive training for the School Resource Officer. A review of both professional associations and entities, government agencies and funding sources, and the public police agencies, manifest little if any consensus on the need for mandatory training or certification. Current offerings are a hodgepodge of law enforcement models modified, in some cases, to reflect the unique needs of the school setting. Other department and school systems rely on the public system to deliver its continuing education requirements with little if any educational involvement from the very sector served. To be certain, training has serious shortcomings in this area and with the stakes so high and the damage so severe, policymakers and grant funding must look more closely at creating a standardized, nationalized series of recommendations for the SRO or SPO.

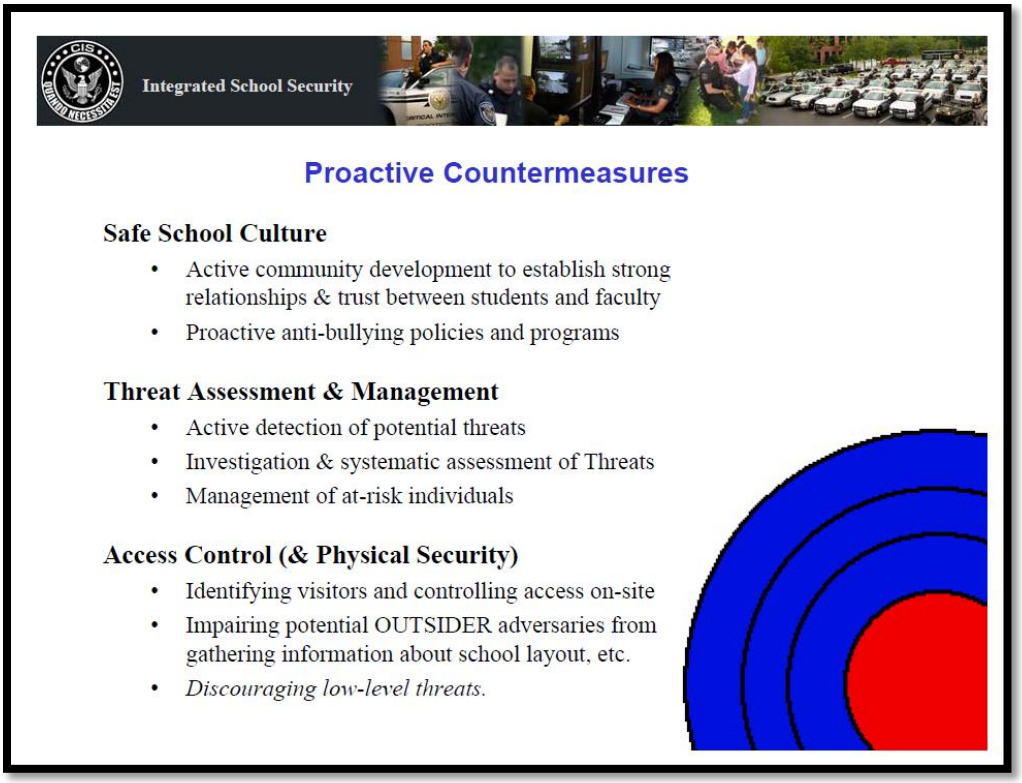
On the other hand, CIS SPO program delivers a highly substantive series of training exercises, highly relevant instructional matter for any school and cutting edge protocols for proactively dealing with school crime and violence. Its 32 hour certification course delves deep into the things that matter most in schools- from standard physical security issues to the unique demands of the school facility. In addition, its programs highlights varying conceptual levels of threat and then tailors more intensive coverage to how threat principles play out in the educational setting. Most tellingly, the CIS program instructs its participants to understand the full landscape of the school building and grounds, not just the physical environment, but the human context. In the latter case, one means the major administrative players and its structural bureaucracy; its students as clientele both innocent and perpetrator; the psychology of development in the young where irrationality reigns in select cases over rationality, and how most critical in all of this intelligence is the CIS SPO: the role model for others to emulate and to cooperate with. Character and community remain CIS hallmarks of methodology and without either, the intelligence and proactive approach will be in short supply. An overview of their certification course is below.

Day One - SPO Training	Day Two - SPO Training
CIS School Protection Officer Program (.5 Hours) · Definition · Missions · Review of Training & Cert requirements **Introduction to the Threat (2.5 Hours)** · School Security Risk · Adversaries · Adversary Characteristics · Threat Dynamics · Timelines of Events · Statistical Trends · Case Studies **Principles of School Security (.5 Hours)** · Protective Theory · Countermeasures & Threats: Integrated Analysis **Laws & Liabilities (2.5 Hours)** · Recap of FL statutes pursuant to security in schools · Privacy of student records · School Policies & Student Rights **CCBPI and School Security (1.5 Hours)** · Adolescent Psychology · Brain Development · Defiance · Dysfunctional Families · Cultural Differences · Special Education · Youth Social Dynamics · Peer Influences · Informal leader & follower behavior · Cliques, Gangs, etc. · Communication Skills · CCPBI and Schools · General Threat Indicators · Gang Affiliation · Sexual Abuse · Suicide	**Dynamics of Contemporary Drug Abuse (1.5 Hours)** · Current Trends in Drug Abuse · Drugs (Recognition, Effects, etc.) · Drug Culture · Drug Abuse Indicators · Intervention **Threat Assessment (3 Hours)** · Threat Assessment Principles · Escalation Cycle · Warning Behaviors · Risk Factors · Stabilizing Factors · Precipitating Events · Threat Management Strategy · Successful Interventions · CIS Student Threat Assessment & Management System (C-STAMS) · Threat Assessment Interviews · Preliminary ('Soft') Interview Guidelines · Formal ('Hard') Interviews · C-STAMS Threat Classification · Threat Categories · Documentation & Reports · Threat Management **Physical Security (1.5 Hour)** · Physical Security Theory · Threat Detection (& Alert Communication) · Barriers · Cover vs. Concealment · Ballistic Barriers · Anti-Intrusion Barriers · School Security Postures · Access Control · General Intruder Response · Lockdown/Armed Intruder Response · Case Study Analysis
Day Three - SPO Training	**Day Four - SPO Training**
Emergency Response (3 Hours) · Bomb Threats · Fire Evacuations · Hostage Barricade · Weather Emergencies · Medical Emergencies · Missing Student Situations · Reunification **SPO SOP Review (1 Hour)** **Tactical First Aid Training (3 Hours)** · Patient Assessment · ABC · Treatment of Trauma Wounds and burns · Tactical Medical Response	**Active Shooter Response (10 Hours)** · Case Studies · Psychology of Active Shooters · Rapid Deployment Principles · Hallway Tactics · Room Clearing Tactics · Crowds · Practical Exercises

Within this conceptual framework, one discovers a comprehensive certification model- superior to any suggested by other bodies or groups. And while many rationales can be posited for its better nature, none is more compelling than its rootedness in constant, unapologetic and unequivocal "proactivity." This educational curriculum can out thwart and stop things before the deeds can be carried out. This is an approach so intensely cultural, and by cultural one means understanding one's setting so well, that the SPO seeks to stay three steps ahead of his or her worst nightmare. Nothing is full-proof, for no system can guarantee unbridled tranquility, but this system gives us a solid chance.

Examples of CIS training materials are provided below.





A. CONCLUSION:

Comparatively, the CIS SPO Certification and Training program has few if any rivals in the delivery of school safety and security. As already observed, it is a program that relies more on the preventative than the reactive and it is unusually instinctual about its capacity to ferret out wrongdoers before the die is cast. This should not be mistaken for cockiness or some sort of infallibility, for this system, like any other, is neither perfect nor incapable of error. Since it relies heavily on the judgment and interpretation of the human intellect, it can err in thinking and deductive reasoning. However, because it enlists so many people into the intelligence process by creating teams and zones of shared information, and since it finds the personhood of the officer so essential to its success, those "role models" and paragons of virtue it hopes fills its ranks, the chances for success in securing the school environment have likely never been more remarkable.

To be commendably noted:

1. The Certification Program's blend of physical security, state of the art proactivity and reactivity cannot be matched in any setting encountered by the Lead Investigator

2. The reliance on human intelligence, garnered primarily by SPO's by integrative techniques which blend into the school culture, signifies a distinctively different approach than public law enforcement
3. The adaptability and resiliency of threat models into the K-12 environment is a major accomplishment

VI. CIS SCHOOL PROTECTION OFFICER: TREND, NOVELTY OR SIGNIFICANT INNOVATION

The question of whether the CIS SPO is merely a faddish trend, novelty or significant innovation in the area of school safety and security is easy to dispense with. In this first instance, the SPO program avoids novelty or faddishness by its general avoidance of the status quo. In its place, the SPO propounds a vision of a school security professional radically different than its predecessors.

A. SELECTION OF ELIGIBLE SPO'S

While most programs display an almost autonomic desire to place former public law enforcement officers into the school environment, the SPO program opens new doors of eligibility. Although it continues the tradition of public law enforcement eligibility, it constructs various pathways to selection not witnessed in traditional circles such as upward mobility in the CIS service network. Since CIS utilizes its CCBPI method at every phase of its security delivery system, its employees have become accustomed to the meld and merge of character and community building techniques that its security methodology has come to depend upon. Next, the SPO is a welcome addition from the nation's military ranks. Couple these designations with a desire for better educated candidates, who are more attuned to educational settings, and the selection process displays enviable innovation.

B. THE ROLE OF CHARACTER AND COMMUNITY: THE CCBPI DIFFERENCE

A review of competitors and a survey of existing SRO programs according to Case Study and scholarly literature demonstrate that CIS SPO engage in innovative techniques of intelligence gathering and community integration. To say that SPO's must meld and merge into the school culture- immersed into its very fiber and personality and information, is an extremely innovative way to proactively prevent school violence and criminality. At one level, the SPO program recruits persons of high moral value, inculcates the importance of virtue in role and function of the officer's functions and at another level concludes that persons of character are more likely to befriend others and elicit information from those willing to share with those

admired. That the many constituencies of the school environment will come to trust the SPO and therefore more willingly share information, is a creative observation on human interaction that other school officer program have rarely considered. Instead, most competitors simply switch "beats"- from street to school so to speak and conclude that public police techniques will work just as effectively. Herein rests a fundamental and highly innovative perception about human interaction and the capacity and competency of CCBPI to outperform the traditional methods of public policing.

C. THE SPO AS A SEAMLESS PLAYER- WOVEN INTO THE INSTITUTIONAL FABRIC

Another striking attribute of the SPO is how effortlessly that functionary finds itself as inherently part of the school culture and school environment. Just about every CIS pronouncement regarding the SPO stresses this holistic view of the deployed officer. In this context the SPO is always part of the whole approach rather than separate or independent from it. Hence as security policy is adopted and implemented, it is done so by the perpetual consideration of how this will impact the SPO's capacity to carry out their overall mission. When decisions are made as to technology, as to entrance or exist, by way of illustration, such decisions must foretell the "timing" influence on the officer's ability to react to a known threat. In other words, barriers may or may not thwart criminal activity but these same measures of physical security should never keep out the protectors when it comes to rapid reaction and detection. Matters of "detection, delay and response" cannot be measured or gauged from the "usual" case and while generalities may be useful to the policymaker, the security and safety breaches occurring because the unforeseen event was not predicted, is the security professionals worst nightmare. For the SPO, the task at hand is to both quantitatively and qualitatively measure how and when an officer can react. On another front, when policies are not working, the SPO is part of the institutional whole again searching for the alternative approach that works betters. When risks are evaluated, it is only the foolhardy that would leave out the role and expert opinion of the SPO. Even in the matter of anticipating how an officer responds will come to depend on this holistic approach- for officers do nothing in isolation but rather as part of the institutional whole.

D. CIS SPO: UNIVERSAL STANDARDS AND THE CERTIFICATION EXAM

When compared to other constructs in school security, the SPO standards and certification exam breaks historic patterns of professional expectation and training modalities that assure excellence in the performance of one's duties. As relayed earlier in this report, the variety of standards and minority existence of the Certification exam attest to a lack of uniformity and

standardization. In some cases, the traditional police officer does no more or less than his or her Academy experience or some specialized continuing education. Conceptual coverage in the few certification exams that do exist mimics public policing examinations although some emphasis towards an understanding of school operations and school personnel accompanies the delivery. In the CIS Certification exam, the SPO must tackle that generally not taught at public and private police settings. For example, the Certification program tackles new and innovative coverage including but not limited to:

- Developmental Psychology
- Intelligence from School Culture
- Threat as Tailored to a K-12 Environment
- Character as a Means of Access to Free Flowing Information
- Community as a Means to Intelligence
- Threat Assessment in the School Culture
- Drugs and Social Problems as Access Points to Intelligence
- Preference of Proactive Technique versus the Reactive Approach

In general, the CIS SPO Certification program turns standard practice of intelligence gathering and policing tactics in educational settings on its head. CIS delivers a training program that challenges the status quo that exhorts CCBPI as the "loosening agent" that lets the intelligence flow with little restriction and assures a culture and environment and trust and mutual reciprocity of respect- the perfect formula for a full-fledged team approach to threat in our schools. Such a program depends upon a creative methodology rarely seen in security circles and just as uncommonly in schools. With this innovation, its proponents will be part of a circle of original authors of a national certification program for the SPO- an abiding legacy to an educational system in deep need of a remedy that will halt the chaos.

E. CONCLUSION:

After a serious consideration of the proposed program for the SPO, the Lead Investigator finds neither fad nor novelty but in its place- creative innovation worthy of further study and application.

Respectfully submitted,

Charles P. Nemeth JD, PhD, LL.M
Chair and Professor of Security, Fire and Emergency Management
Director of the Center for Private Security and Safety

[1] See for example: Raymond, B. (2010). *Assigning police officers to schools,* Problem-Oriented guides for police response, Center for Problem-Oriented Policing, Inc. The U.S. Department of Justice, and James, N., and McCallion G., (2013). *School resource officers: Law enforcement officers in schools*, Congressional Research Service, CRS Report for Congress: Prepared for Members and Committees of Congress.

[2] See Alderson, J. C. (1980). *Police and education*. Oxford Review of Education, 6(3), 227-230.

[3] Raymond, B. (2010) and McCallion G., (2013)

[4] A "School Resource Officer" (SRO), is defined by COPS as: "a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations—(A) to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school; (B) to develop or expand crime prevention efforts for students; (C) to educate likely school-age victims in crime prevention and safety; (D) to develop or expand community justice initiatives for students; (E) to train students in conflict resolution, restorative justice, and crime awareness; (F) to assist in the identification of physical changes in the environment that may reduce crime in or around the school; and (G) to assist in developing school policy that addresses crime and to recommend procedural changes". Source: Authorizing Legislation for the Community Oriented Policing Services (COPS) program (42 U.S.C. §3796dd-8).

[5] Raymond (2010)

[6] Brown concluded that an SRO was a hybrid of educational, correctional, and law enforcement oriented community policing. Such a person requires a multifaceted responsibility of "acting as a liaison officer between the school, community, and law enforcement while teaching law related education classes, counseling students, and performing law enforcement duties" (Brown 2006).; Huffman similarly defines an SRO as someone who is responsible for "teaching law related education classes, counseling students, and performing law enforcement duties are commonly known as a "triad approach". Such an approach focuses on establishing a positive bond with students, preventing school violence, and addressing legal questions (Huffman, 1995). Both in, Gulen, E. (2010). *School resource officer programs*, Texas Law Enforcement Management and Administrative Statistics Program (TELEMASP Bulletin), Volume 17 (2).

[7] See Lambert R., McGinty, D., (2002). *Law enforcement officers in schools: setting priorities*, Journal of Educational Administration, Vol. 40 Iss: 3, pp.257 - 273

[8] James and McCallion (2013)

[9] Raymond (2010)

[10] Finn, P. and McDevitt, J., (2005). *National assessment of school resource officer programs final project report*, Award Number: 2000-IJ-CX-K00232

[11] Raymond, B. (2010) pp 36

[12] Lambert and McGinty (2002) pp. 266

[13] Gulen, E. (2010) pp. 4

[14] Raymond (2010) pp. 24

[15] Finn and McDevitt (2005) pp.44

[16] Lambert and McGinty (2002) pp. 261

[17] Gulen, E. (2010) pp. 4

[18] Lambert and McGinty (2002) pp. 261

[19] https://nasro.org

[20] www.nassleo.org

[21] For examples, see the National School Safety Center (www.schoolsafety.us) and the National School Safety and Security Services (www.schoolsecurity.org)

[22] Raymond (2010) pp. 23