

Texas **D.A.R.E.** Training & Development Institute



SBLE HOLISTIC CONCEPT & TRAINING PLAN

Core Lessons/Curriculums developed by true subject matter experts (SME) delivered (fielded and tested) by same experts and developed into simply user-friendly **TRAIN-the-TRAINER** formalized lesson plans (with detailed instructor notes and background information), PowerPoint's and Handouts – Standardized (Universal) lessons/curriculums. It identifies and develops (holistic – comprehensive training standards that provides highly) specialized knowledge, skills, intervention and prevention strategies and plans for action to deny, detect, delay and/or deter current threats facing our schools.

- It is a "**POSITIVE**" step forward and **action** verses talking about problems and having no affirmative action plan in place and working.
- It is **tangible action** in doing something to rectify and over come problems, challenges and obstacles faced by our officers and our schools on a daily basis.
- It is about **TEAM WORK** and all of us working together to enhance safety and security of our schools and campuses.
- It is about creating "**FORCE MULTIPLIERS**" within our schools and campuses using existing assets through cross-training.
- It is the first standardized specialized training course in the state and/or nation.

The SBLE Holistic School Safety & Security Concept and Training Plan provide a strong and viable venue to bring all required resources together in a united coalition of assets. It is a Strategic (Holistic) Concept & Plan.

Don't tell me this will not work, ask me (allow me) to show you how it did work!.....G.D. Little

FORWARD

It is time to go to and listen to the men and women in Law Enforcement that work in our schools on a daily basis verses listening to men and women far removed from the realities of a school-based environment.

SBLE School Safety & Security Officer/Deputy Holistic Concept & Training Plan



PURPOSE

To provide our SBLE Officers & Deputies with the means to:

- Deter,
- Detect,
- Delay and
- Deny

Tobacco, alcohol, prescription or over-the-counter drugs and/or illegal Drug use/abuse, bullying, gangs, teen suicide, other active threats of violence on/at our school campuses.

Provide our D.A.R.E., SRO, G.R.E.A.T., and I.S.D. Law Enforcement Officers -Deputies, School administrators, staff & teachers, students (Schools) and parents to be better prepared to Deter, Detect, Delay and Deny tobacco, alcohol, prescription or over-the-counter drugs and/or illegal Drug use/abuse, bullying, gangs, teen suicide, other active threats of violence on/at our school campuses.

VISION

To develop a universal integrated holistic school safety & security model concept, Force Multiplier and training plan.



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Put the researched and developed School-Based Law Enforcement Holistic Concept and Training Plan for officer-deputy training in respects to School Safety & Security into its full potential and effect. To like the D.A.R.E. Program "Make a Difference" in tomorrow's world by impacting today's training standards.

MISSION

To prepare our officers/deputies, law enforcement supervisors, school and law enforcement administrators/executives, school board members, staff/faculties, students, parents and communities to meet any need, emergency and/or active threat encountered on any school, college and/or university campus.



To prevent further tragedy and/or massacre's at our school campuses (Elementary through college/university) by preparing our officers & deputies to deal with all active threats facing our schools today and by; preparing our SBLE Law Enforcement supervisors; our Sheriff's, Constable's and Chiefs in addition to our School Administrators, Principals and Board members; school staffs to be properly trained and prepared for emergency preparedness and to; teach students; and parents, vital information they need to meet, assist and over-come through positive intervention and prevention practices and in alleviating all challenges and threats facing our Youth.

Tragedy (trag·e·dy) Noun: An event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe. Or a play dealing with tragic events and having an unhappy ending, esp. one concerning the downfall of the main character.

Massacre (mas·sa·cre) Noun: An indiscriminate and brutal slaughter of people: "the attack was described as a cold-blooded massacre". Verb: Deliberately and violently kill (a large number of people). Synonyms *noun.* slaughter - carnage - butchery - bloodshed *verb.* slaughter - butcher - murder - slay - kill.

Please study these words carefully. We consistently treat the wound verses preparing layers of protection and training that would prevent further wounding. Does it have to happen to your Child before you get serious? Why not ask a parent, one who lost a child this December how they would have felt having a highly trained, knowledgeable,

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skilled, proficient and competent officer/deputy at Hook Elementary the day that tragedy and massacre hit their school?

How many armed officers-deputies and/or security guards do we have (not including secret service protection) for our own President and Vice-President children's campuses? Are our children any less deserving? I do not believe our current President and Vice-President feel that way either; in my perception they felt impacted by this tragic event as did the actual parents (not to the same degree but still emotionally impacted). I truly believe they will do the right thing for the right reasons. You see they are concerned parents as well that they both truly care. That is just my opinion.

GOALS

- Holistic integrated and specialized training based on "Best Practices" and Lessons Learned. (Reality not theory-based)
- Affordable Cost Advantageous
- Governed by Citizens and not a college or university with direct input from Stake holders

Other more tangible and specific goals and objectives are in following slides and slide notes.

THE MESSAGE



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Stakeholders

- U.S. Department of Education
- **Texas School District Chiefs of Police Association**
- **Texas Sheriff's Association (National Sheriff's Association)**
- **International Chiefs of Police Association (ICPA)**

These are the entities with the real dog in the hunt so-to-speak and be accurate. They include both D.A.R.E. Officers, N.A.S.R.O. – School Resource Officers (SRO) and G.R.E.A.T. Officers.

OBJECTIVES Cross-train our officers-deputies as (in)

- D.A.R.E. Officers/Deputies
- S.R.O. Officers/Deputies
- G.R.E.A.T. Officers/Deputies
- Certified Crime Prevention Specialist (C.C.P.S.)
- Community Policing Specialist
- First Responders
- INTEL Specialist
- Special Response Team (S.R.T.)

OBJECTIVES – Cont'd:

Specialty (Highly Specialized) Training for

- Officers/Deputies
- Law Enforcement Supervisors (Leadership Training)
- Law Enforcement & School District Administrators (And School Board Members)
- School Staff & Teachers
- Students
- Parents

OBJECTIVES – Cont'd:

DETECT – DETER – DELAY – DENY

- Alcohol
- Tobacco
- Over-the-counter Drug Abuse
- Prescription Drug Abuse
- Illegal Drug Sale/Use/Abuse
- Bullying
- Teen Suicide
- Gangs
- Other Active Threats and/or Violence

OBJECTIVES – Cont'd:

- Enhance Safety & Security for our Schools
- Enhance Officer & Administrator/Faculty Relations
- Enhance Officer & Student Relations

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- Enhance Officer/Agency & Community Relations
- Enhance School & Community Relations



The **SBLE Officer Training Program** is a force multiplier capable of mitigating, deterring, responding and recovering from any conceivable threat based on a holistic and all hazards approach and methodology. The primary and secondary school systems within the United States present an inviting and unprotected target to domestic active shooters, terrorist cells, drugs, gangs and other violent activities. The single greatest aggregation of children on a recurring basis is daily attendance at school (Elementary, Middle/Junior High, High Schools, Colleges and Universities).

The first real documented attack by an active shooter was on August 1st, 1966 when Charles Whitman climbed to the top of the observation deck of the University of Texas in Austin and subsequently killed 16 people and wounded 31 others during a 96 minute rampage. Since that time the United States has experienced 57 (documented) active-shooter incidents on school campuses.

This does not include gang attacks and gang related campus shootings, student suicides on campus, drug related shootings/deaths on campuses and/or domestic terrorist attacks such as

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- David and Doris Young committed at an elementary school in Coker Wyoming in May 1986
- or the potential suicide bomber at the University of Oklahoma football game in 2008 that was basically covered-up.
- In respects to potential international terrorism the attack on the school in Beslan, Russia (September 2004) **should be viewed as a possible new trend based on the successful completion of the attack** and attainment of the associated terrorist agendas that demonstrates the viability of the primary and secondary schools as an easy target for the committed terrorist.

Project SBLE Officer Certification Training Program is not just another Homeland Security initiative focusing on just active shooters or potential threat of a terrorist attack. It is a holistic all hazards approach designed to meet all the threats of violence faced by our campuses to day. Such as drugs, gangs, bullying, dating violence, teenage suicides, truancy, absenteeism, bomb threats, bombing incidents, concealed weapons, as well as other disrupted and violent behaviors that plague our campus classrooms, administrators, staff, educators, students, parents, law enforcement and security officers on a daily basis.

Research & Development

- Input from officers in schools, feedback from officers taking the course and course evaluations
- Input from I.S.D. Chiefs
- Texas D.A.R.E. Training & Development Institute TCLEOSE Advisory Board
- Best practices from lessons learned across the state and nation
- Independent evaluations

The Texas D.A.R.E. Training & Development Institute Holistic School Safety & Security Concept and Training Plan was modeled after the ICJS-Texas Plan that was independently evaluated by Parks Place, LLC, Edwards Risk Management and the Texas ACLU shows SBLE Basic Course is on-track and meeting training needs of officers.

Feedback from officers confirms it is what they need to effectively do their jobs.

It identifies and develops (holistic – comprehensive training standards that provides highly) specialized knowledge, skills, intervention and prevention strategies and plans for action to deny, detect, delay and/or deter current threats facing our schools.

Core Lessons/Curriculums developed by true subject matter experts (SME) delivered (fielded and tested) by same experts and developed into simply user-friendly **TRAIN-the-TRAINER** formalized lesson plans (with detailed instructor notes and background information), PowerPoint's and Handouts – Standardized (Universal) lessons/curriculum

D.A.R.E. America (As opposed to N.A.S.R.O. and others) already have Training Centers by Policy & Procedures established in every state – most likely deliver platform.

Phase I Levels I – IV & V - Officer-Deputy SBLE Training Course

- Basic Officer-Deputy Course
- Intermediate Officer-Deputy Course
- Advanced Officer-Deputy Course
- Masters Officer-Deputy Course
- Other selected supplemental courses such as N.A.S.R.O. in their established training program.

Highly Specialized TRAINING



OVERVIEW of SBLE Basic Officer Specialized Training Course

Level I Phase I Basic Officer Course/Lessons Objectives

- History of School-Based Law Enforcement (SBLE)
- Gangs (Overview – what to look for & officer safety)
- Juvenile Law & Juvenile Case Law
- Alcohol Code & Health and Safety Code
- Law Enforcement Ethics

Level I Phase I Basic Officer Course Lessons Objectives – Cont'd:

- Sharing of Information (FERPA)
- Search & Seizure in Schools and Handling and Processing Juvenile Offenders
- Recent School Case Law
- Penal Code & Code of Criminal Procedure
- Chapter 37 Texas Education Code
- Alternative Strategies to writing Tickets for Discipline (Keep Kids In School Initiative)

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Level I Phase I Basic Officer Course/Lessons Objectives –Cont'd:

- First Responder Terminology/Threats Chemical-Biological & Radiological (CBR)
- First Responder Health & Safety Response Protocols for CBR
- Improvised Explosive Devices (IED) Awareness
- Counter-Terrorism (Domestic & International) – ISI

Level I Phase I Basic Officer Course/Lessons Objectives – Cont'd:



- Confrontation Management and Concealed Weapons

Level I Phase I Basic Officer Course/Lessons Objectives –Cont'd:

- Crime Prevention Through Environmental Design (CPTED) for Schools
- School Violence (Cause & Effect)
- Bullying & Cyber-Bullying
- Drug Awareness Part I (Concealment)
- Mitigating School Mass Active Threats
- Krav-Maga (Israeli unarmed self-defense tactics)



Drug Awareness Training from Real Subject Matter Expert

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Level I Phase I Basic Officer Course/Lessons Objectives –Cont'd:

- SBLE School Staff, Student & Parent Relations
- Structuring, composition, role, responsibility and accountabilities of Special Reaction (Response) Team members
- Developing comprehensive Emergency Operations Plans (EOP) or Emergency Action Plans (EAP)
- Hostage Rescue and/or initial negotiation
- Scenarios (**Critiques & Evaluation**)
- **Open Forum & Discussion (Group Dynamics and experiences)**



Reminder: Lessons can be changed but remember the objective is to make this holistic training plan universal (develop same training standards with minor deviation with respect to state juvenile laws only). The safe caution (acceptance) here is to ensure that everyone will need (require) this training to ensure all are on the same page across the country. Some may have a basic knowledge of what is being taught – those can help ensure others do understand. In reality the officer/deputy on the campus will be the true First Responder, and responsible for initial (immediate) safe evacuation of innocent children; not a S.W.A.T. team.

OVERVIEW of other SBLE Officer Specialized Training Course

Level 1 Phase II Intermediate Course Objectives

- Gang Investigations (Intervention Strategies)
- Juvenile & School Case Law (Updates)
- Action Planning – Problem Solving
- SBLE Officer Role in Discipline & Enforcement (Keep Kids In School)
- School Special Reaction(Response) Teams (SSRT) 16-hours ISI
 - School Special Reaction Team Make-up (Components)
 - ✓ Law Enforcement Officer/Deputy (D.A.R.E., G.R.E.A.T. and/or SRO)
 - ✓ Assistant Principal
 - ✓ School Nurse
 - ✓ Janitorial Staff
 - ✓ Counselors

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Level 1 Phase II Intermediate Course Objectives – Cont’d:

- Collecting, Analyzing, Reporting and storing Intelligence for SBLE Officers
- SBLE Officer Stress Management
- Drug Awareness Part II (Symptoms & Signs)
- SBLE Officer Fitness, Wellness and Professional Development
- SBLE Officer how to work with the media.
- Dating Violence & Stalking in Schools

Level 1 Phase II Intermediate Course Objectives – Cont’d:

- Identifying potentially dangerous and/or violent persons or students
- SBLE Officer Role as a “**Problem Solver**”
- SBLE Officer, School Staff, **Student** and Parent Relations Part II
- Developing School Safety Teams (Special Reaction (Response) Teams) – SSRT (ISI)
- Hostage Rescue (Initial Negotiations)

Special Reaction (Response) Teams – Emergency Response Team

Elementary & Middle/Junior School Special Response Emergency Teams

- Law Enforcement Officer/Deputy (D.A.R.E., G.R.E.A.T. and/or SRO)
- Assistant Principal
- School Nurse
- Janitorial Staff
- Counselors

High School Special Response Emergency Teams

- Law Enforcement Officer/Deputy (D.A.R.E., G.R.E.A.T. and/or SRO)
- Assistant Principal
- School Nurse
- Janitorial Staff
- Counselors
- Add specially trained Law Enforcement Explorers and JROTC

OVERVIEW of other SBLE Officer Specialized Training Course

Level I Phase III Advanced Course Objectives

- SBLE Officer **Crisis Intervention & Prevention**
- Collecting, Analyzing and Reporting **INTEL** Part II (Know what is going on)
- **Drug Awareness** Part III (Most abused drugs)
- **Gang Intervention & Prevention** Strategies
- **Truancy** (Why we need to keep kids in schools)

Crisis Intervention and Prevention is a sorely need skill that must be developed.

Collecting, analyzing and time reporting of INTEL can (will) reduce risk to our children and our schools. We must over-come misnomers and spins placed on INTEL that falsely portrays it (INTEL) as an invasion on human civil liberties and individual rights and remember that our ultimate focus is on preserving all human life, including the lives of violent (potential) perpetrators. Everyone in a free society has a right to live.

The **illegal drug world** is constantly involving with ever new forms of a way to get-high are being sought out. It is imperative that our officers/deputies are aware of this ever-changing and evolving drug cult within our free society. The more knowledge we provide our officers/deputies in what to look for and how to identify these menacing and detrimental (family destroying) illegal and harmful drugs they easier it will be to intervene and prevent drug abuse. Tun Zu in the art of war described it best "to defeat an enemy one must first understand his traits and characteristics" i.e. know thy enemy and you can defeat him. In our case if we can identify a potential drug user/abuser we can possibly get to him/her before drug dominance subsides.

Gangs are taking over our society for a myriad of reasons. If our officers/deputies can be taught the signs to look for maybe we can dry up the source by implementing positive intervention and prevention strategies. We must first seek to understand the why and subsequently develop strategies that will reduce potential sources (i.e. our young children) that allows gangs to perpetuate. Dry up the well so-to-speak. We will need positive alternatives and programs to do this and education processes that will help us achieve this desired goal.

Truancy is still a major problem in our country. We need to keep our kids in school and seeking not only a minimal education, but a higher and continuing education whereby they may all enjoy a better quality of life. By looking at the cause and effects of truancy we can better intervene and prevent it. "In every adversity lies the seed of an equal or greater benefit" providing we are willing to seek the positive in the negative and learn from it.

Level 1 Phase III Advanced Course Objectives – Cont'd:

- Establishing and Empowering **Teen Courts & Peer Review** (Positive alternatives designed to keep kids in schools) using Student Councils.
- Establishing Neighborhood **School Watch Programs** (Community-based)
- **Special handling** of mentally challenged students or students with special needs
- Physical **restraint & de-escalation** tactics – use of force continuum for schools

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We are missing out of one of the most important assets we have, that is **empowering our children to become responsible and accountable young future adults**. We can establish Youth Advisory Boards (as we have successfully done in, with and through the D.A.R.E. Program taking it to the next level and teaching them how to govern themselves. Make them responsible for enforcing discipline within our schools by establishing and training them to have and hold teen courts. Make them part of the solution not keep them as part of the problem. Cultivate their potential. The absolute best way to teach a child is a positive role model (child) teaching them. Give them realistic scenarios (as we do with and through D.A.R.E. Keepin-It-Real curriculums and facilitate their learning process empowering them to teach other kids (their peers). We need to teach our officers/deputies how to do this; how to work with their school districts and kids to establish this concept as a vital reality in our schools. Give kids a reasonable challenge, believe in them and they will deliver beyond our wildest expectations.

We have focused on establishing Neighborhood Watch Program through our Crime Prevention initiatives (and where proper training and assistance provided) these programs have worked achieving a high degree of success. Why can't we take that and do a **School Watch Program** designed to enhance our school safety and security at minimum financial drain. Where are our schools, for the most part located directly within our communities. We can seek volunteers from AARP, our retired/disabled veterans as we actually have a plethora of un-tapped resources just sitting there, many looking for and desiring something to do. Use this resource and reach our officer/deputies how to develop and tap into these resources. Now add to this concept presented here the additional option of using these same assets identified (and that are properly screened – required background checks) to volunteer their time to teach citizenship, patriotism, duty, honor country in addition to helping provide our schools much needed mentor resources for English (Or English as a second language), math, history and the sciences. Put a veteran that lives in the community (with nothing to do) in our schools and you have a person already trained to defend, trained in basic first aid, self-disciplined and add that person now as an additional School Special Reaction Team member. Finally there is a historical fact that is it much older than I, "there is counsel in the wisdom of our elders".

We need to give our officers/deputies highly developed (based on the best of Best Practices) knowledge and skills on **handling with mentally challenged students, especially students with special needs**. Traditionally our response has been "good luck out there" what about giving them the training they need. Protecting a child from hurting his/herself and or other students should be (needs to be) a priority. There are numerous well-grounded/founded companies like "Controlled Force" that have developed this into a discernible and easily acquired skill. Kids are not adults but for those of you that have never had to deal with it, it can be very overpowering if you are not trained and/or prepared. Does an officer/deputy, school staff member or child need to get hurt before we take positive intervention and prevention steps to reduce violence even on our own part?

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We need **physical restraint and de-escalation techniques** taught to all our officers/deputies. We need to teach them how to properly use verbal judo to de-escalate a potentially violent situation. This requires a sensitive as well as vigilant approach and technique. Again however we are quick to teach aggressive and over-assertive minimal uses of brute force to respond. Why not apply and use effectively (protecting all concerned) new, innovative means of physical restraint and de-escalation of use of force and response to violence. There are positive alternatives that are safer, more conducive to violator or perpetrators as well as innocent persons, officers & deputies.

Level 1 Phase III Advanced Course Objectives – Cont'd:

- Teen Suicide **intervention** and **prevention**
- Responding to **School Bomb Threats**
- Understanding **Child development** & **psychology**
- **Cultural diversity** on school and college campuses
- Conducting Campus Safety & Security **threat assessments**

The latest data available from the Center for Disease Control and Prevention indicates that 38,364 suicide deaths were reported in the U.S. in 2010. This latest rise places suicide again as the 10th leading cause of death in the U.S. Nationally, the suicide rate increased 3.9 percent over 2009 to equal approximately 12.4 suicides per 100,000 people. The rate of suicide has been increasing since 2000. This is the highest rate of suicide in 15 years. Now that was the latest statistics I could find that are now over 2-years old. With **16% of our teenagers within the United States have considered or have contemplated committing suicide** (a profound form of self-inflicted violence) it is time that we taught our officers & deputies of the warning signs of what to look for. In addition to teaching them positive intervention and prevention strategies. Finally teach them community resources available to our teens and youth. We take it for granted that our teen nowhere to turn when faced with these violent thoughts...Wrong Answer they don't despite the best intentions of Public Service Announcement (PSA).

Please do not try and tell me that we have this down to a science now in regards and respect to **Bomb Threats**. We give (handout) a brochure or card telling us what to do in the event that someone calls in a bomb threat. What real training do we give? Do we teach our officers-deputies what they should teach, or do the same thing here is a card if someone calls in a bomb threat here is what to do! Remember I too came up in the ranks and have worked with law enforcement agencies all across the United States at both federal, state and local level. I will not perplex you with the war stories I have heard from officers literally all across the country on the realities of life and duty as a law enforcement officer. This requires knowledge and skill level and practice. Well how can we test or evaluate something we take for granted until God forbid we actually get a call and calamity, chaos and a lot of very unsafe acts take place. Prepare today for tomorrow and rehearse and practice those skills which you may (will) need to remember.

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America has the “Mother load” of **cultural diversity**. We literally have representation from every nation in the world now living in our great county as American citizens. It is imperative that our officers and deputies become sensitive to many cultural beliefs and practices especially in regard to children. Example we have been taught to pet a child on the head as a form of reward and recognition, yet to do the same to a Muslim child in a serious cultural offense; even through they now live in America they are still entitled to their beliefs, morays and norms as they attempt to acclimate to becoming American citizens and adapting to an American culture. There is an old biblical song “Red, Yellow, Black, Brown or White they are precious in HIS sight” and mine too. We need to learn respect before we can truly ever show it and much less expect it. This requires at minimum some basic understandings.

We need to teach our officers & deputies that work in our schools how to do a good “**Threat Assessment**”, however we chose to hire private companies that have no true vested interest other than getting a school, local or state governments funding. To teach our officers & deputies of what to look for and how to do a proper threat assessment will pay long time dividends, because they will then be vigilant and know what to look for bringing immediate intervention and prevention technology and strategies based on best practices where and when they are needed. Remember these are men and women that walk the halls of our schools every single day and that do not have the tied down obligations of conducting a class or running a school. The approach is a Train the trainer approach that will enable and empower our officers & deputies to pass on the skills to janitors, etc. that can help them keep the vigil and stay proactive at a minimal expense.

Level 1 Phase III Advanced Course Objectives – Cont’d:

- Structuring, composition, role, responsibility and accountabilities of Special Reaction (Response) Team members
- Developing comprehensive Emergency Operations Plans (EOP) or Emergency Action Plans (EAP)
- Hostage Rescue and/or initial negotiation
- Scenarios (**Critiques & Evaluation**)

We have many resources that in the event of a tragic event can be immediately mobilized to support (reinforce) our officers & deputies working with our schools. WE can use existing resources until the literal reinforcement arrives to sustain and prevent further loss of life. We can **teach our officers & deputies how to build their own campus Special Reaction Teams using assistant principal(s), school counselors, school nurse and janitorial staff**. For example while SBLE Officer provides security the school nurse can immediately began life-saving measures; the janitor can detect any unusual (out-of-place) objects (potential explosive devices), the school assistant principal and/or counselor can began evacuating children and staff that may be in danger area or assist in collection of intelligence from/by fleeing students; but all this requires training, then practice and a rehearsal. Emphasis on highly specialized training and new skill level for our officers-deputies.

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Many of our schools do not have **Emergency Operations Plans** in place, some have but never bothered to obtain law enforcement officer input and most all have never been rehearsed until actually facing a live, viable active threat. The time to figure out you need a plan is not when you are in the heat of battle, you should have had that plan prior to the fight with built in contingency plans; and you should have rehearsed it before going into actual battle. We need to teach our officers and deputies again based on "Best Practices" on what to look for and teach them how to effectively recommend needed changes and/or modifications in order to be current and surreal. If they have never had the training how will they know what to look for?

Again, this is all a very structured and normal progression building block process.

We need to teach proper and proven successful models for **hostage rescue** and **initial negotiations**. If an officer/deputy manages to isolate a perpetrator but the perpetrator managed to grab some innocent hostages (children) the last thing the officer-deputy needs to do is start shooting. This is definitely where calmer heads need to prevail. It is an art to keep an already violent offender from becoming more violent. Cardinal rule in negotiation is never tell the perpetrator "NO" as this can send him/her into a violent totally out-of-control spiral to say the least. Just some basic training until a professional and highly trained negotiator can arrive and take over.

All of these lessons require a Define & Process component, in addition to having to pass a comprehensive 100 question test. Participant critiques and course evaluations helps serve as a compass to ensure this training stays the course and meets officer-deputy needs.

When seconds count are we prepared?

Level 1 Phase IV Master Course Overview:

This is where the SBLE Officer/Deputy develops his/her presentation skills while acquiring basic knowledge and content of the SBLE School Staff, Student and Parent Curriculums/lessons. The must Define & Process then present each lesson from each curriculum (modeled after a D.A.R.E. Officer DOT (2-week training). In addition they will receive other school safety and security sensitivity related training.

Level I Phase IV Advanced Course Objectives

- **Neutralizing** threats (w/practical's)
- **Analyzing** Threat **INTEL**
- **Threat** intervention & prevention strategies based on Best Practices and Lessons Learned
- **Facilitator** and presentation skills enhancement
- **Preparation**, practice and delivery facilitation of the following curriculums/lessons:
 - ✓ SBLE Officer will learn and be able to deliver the SBLE **School Staff** training curriculum

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- ✓ SBLE Officer will learn and be able to deliver the SBLE **Student** training curriculum
- ✓ SBLE Officer will learn and be able to deliver the SBLE **Parent** training curriculum
- ✓ SBLE Officers must **Define** & **Process** each of the curricula lessons.
- **Other Identified Courses Lessons**

LEVEL 1 PHASE V SUPPLEMENTAL EDUCATION

- Courses on controlling mentally disturbed persons using minimal force (adults and juveniles).
- Advanced INTEL collection, analysis and sharing (preserving civil liberties and life)
- Advanced Tactics (dealing with myriad of threats)
- Other courses requested by officers & deputies vested with responsibility to serve and protect

We must remain open-minded and remember to listen to the voices of those charged with the principal responsibility to maintain order while serving and protecting our citizens and children.

We always worry about budgets to the point of sacrificing what we need most – TRAINING. The first line-item looked to in respect of saving money is our law enforcement training budget. It has traditionally become a systemic detrimental problem; yet we continue to ignore the reality that we cannot expect our law enforcement officers & deputies to meet extremely high professional standards and expectations, without providing them “The means” to achieve these high professional standards and expectations. It seems no one wants to admit that this has been a perpetual problem for fear of being viewed as being politically incorrect (or in perceived controversy with political individuals and/or entities. We must admit the problem before we can cure it (fix it)! It has gotten so bad that we accept officer/deputy instructors reading from a book verses submersing our officers/deputies into practical and real world scenarios (situation) in a controlled training environment teaching them “The Right Way”. There is wrong way to do the right thing and there is no right way to do a wrong thing!

We wonder why there is such a gap between our citizens and law enforcement. We ponder why our officers & deputies sometimes cannot communicate with our citizens and their exist a mutual lack of respect from all parties. Whatever the cause and effect we desire, the solution lies within our training regiment (how we train and what we train on).

Saving life cost money.....the Rhetorical Question remains is preserving human rights, liberties and life worth the expenditure?

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I firmly believe law enforcement officers and people (especially in highly stressful situations) will respond to their level of training.

For over 200 years the basic premise and concept of/for law enforcement is to prevent crime. Yet all of our resources today are allocated to responding verses intervention and prevention. What ever happened to the colloquialism "An ounce of prevention is worth a pound of cure"? Where and when did we lose sight of this meaning? The way to deal with crime and violence is to early detect, deny, delay and deter them.

The solution is to provide quality, state-of-the-art, best practices curriculums and lessons that are designed to enhance performance, knowledge and skill level that will adhere to early intervention and prevention strategies that will detect, deny, delay and deter crime and violence within our society; the way to achieve this is TRAINING.

LEVEL I PHASE V Supplemental Education – Cont'd

N.A.S.R.O. Courses:

- Basic S.R.O.
- Advanced S.R.O.
- S.R.O. Active Shooter Response
- Interview and Interrogation techniques for the S.R.O.
- School Security Officer (SSO) course
- Enhancing Lock-down Procedures for S.R.O.
- School Law Up-dates for S.R.O.

The Basic School Resource Officer Course is a forty-hour 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

Attendees will gain a solid working knowledge of the School Resource Officer concept and how to establish a lasting partnership with their schools.

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.

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NASRO in cooperation with Tactical Defense Institute (TDI) is pleased to present "SRO **Active Shooter Response**" course. This is an intensive five day hands-on course which focuses specifically on a one and/or two officer response to an active shooter or random violent incident on a school campus. NASRO and TDI instructors presenting the course are all certified firearms instructors with several years of tactical experience.

Interview & Interrogation: This 24-hour course is designed to provide SROs with the knowledge and skills to understand and interpret verbal and physical deception signals in an interview situation and correctly identify stress and/or deception in written statements. This course is taught in a three day, eight hour format. Classes begin promptly at 8:00 am each morning and conclude at 5:00 pm each evening. Attendees are required to attend all sessions in order to obtain the National School Resource Officer Interview and Interrogation Course Certificate.

School Security Officer: is a 3 day/ 24 hour training course for non - sworn safety and security officers working in schools with an SRO or solo. The course will emphasize three main areas of instruction: Functioning as a security officer in the school setting Working effectively with students School Safety and Emergency Planning . Attendees will gain a working knowledge of the School Safety Officer concept and how to establish a lasting partnership with their schools.

Enhancing Lock-down Procedures: is a 16-hour course that will focus on moving beyond the traditional lockdown and provide optional responses, based on the circumstances at hand, to school resource officers, school administrators, teachers. and school staff should there be a violent situation on campus. Participants will be provided instruction on key components of an organized and thoughtful Emergency Operations Plan with emphasis on Survival Strategies.

School Law Up-dates: This one-day, specialized National School Law Update has been designed at the urging of School Administrators and School Resource Officers from across the country. By addressing such timely subjects as search and seizure, student interviews, custody issues, sexual harassment, and civil liability. It is taught by Dr. Bernard James, J.D., Professor of Constitutional Law at Pepperdine University.

FORCE MULTIPLIER CONCEPT:

CROSS-TRAINING CONCEPT

- ✓ D.A.R.E. Officer
- ✓ N.A.S.R.O. Officer certification courses
- ✓ Crime Prevention courses
- ✓ G.R.E.A.T. Officer certification
- ✓ **Community Policing & S.A.F.E.** training courses

SBLE School Safety & Security Officer/Deputy Holistic Concept & Training Plan

CROSS-TRAINING – FORCE MULTIPLIERS

- ✓ **D.A.R.E. Officer** certification (2-week course)
- ✓ **N.A.S.R.O.** Officer certification courses to enhance SRO knowledge and skill level.
- ✓ **Crime Prevention** courses designed to certify officer/deputy as a certified crime prevention specialist (C.C.P.S.)
- ✓ **G.R.E.A.T.** 40-hour certification course offered in Texas at annual summer training conference
- ✓ **Community Policing** certification courses

Logic and Rationale:

It is cost advantageous in regards to:

- One officer/deputy trained to do the job normally expected of five (5) different individuals.

This concept will reflect definitely justifiable to any budget hearings

- Maximum use of existing resources.
- It serves to improve police & community relations
- It promotes and enhances officer as well as citizen safety and security

This will take a street level officer and take him/her to the next level. The Agency will get an officer/deputy exceeding any normal expectations of knowledge, skill, competency and professionalism.

A D.A.R.E. Officer-Deputy with genuine passion, commitment and resolve connects with students and establishes:

- Trust relationships between students and officer-deputy (Bond)
- Positive “Role-Model” – Mentor platform
- Pulse on what is happening going on at his/her campus (from a “Positive” Safety aspect)
- Ability to easily and quickly detect, deter, delay and/or deny crime and/or juvenile crime (i.e. bullying, assaults, illegal drugs, gangs, teen suicide, other active threats, etc.)
- Visual and Physical Deterrent (Pro-Active) Intervention and prevention strategies, skills and techniques by/through his/her “Active-Listening” skills and through rapport they build with students. (Strengthens potential DHS identified soft-target)
- Improved inter-discipline built through “Respect”.
- Virtual Reality – “HOTLINE” for intervention and prevention
- Provides positive “SAFE” & Secure learning environment.

SBLE School Safety & Security Officer/Deputy Holistic Concept & Training Plan

A D.A.R.E. Officer-Deputy with genuine passion, commitment and resolve: Makes better patrol officers (studies have shown that D.A.R.E. officers and/or deputies connect much better with community after their tour in D.A.R.E. Some principal resounding findings were;

- D.A.R.E. Officer-deputy verses non-D.A.R.E. (Patrol officer) were not as over-bearing
- D.A.R.E. Officer-deputy verses non-D.A.R.E. (Patrol officer) were not as or out-of-tune with public
- D.A.R.E. Officer-deputy verses non-D.A.R.E. (Patrol officer) were better “Active Listeners”
- D.A.R.E. Officer-deputy verses non-D.A.R.E. (Patrol officer) were more vigilant yet less aggressive
- Natural connection through D.A.R.E. Officer-Deputy duties to communities (parents/grandparents – CITIZEN’s) through various venues they service;
 - ✓ Parent Teacher Association (PTA)
 - ✓ Parent Teacher Organization (PTO)

This is not theory it has been practiced for over 29-years. Law Enforcement agencies that dropped D.A.R.E. due to funding and/or budget cuts have suffered from gap in/between police and community relations.

LEVEL II – Phase I Basic SBLE LEADERSHIP TNG Supervisor Courses **SBLE Supervisor Course - Basic**



These supervisor courses are designed to strengthen leadership within law enforcement agency. Many times Sergeants are promoted without providing them with necessary leadership training and special skills required of today's leaders.

It is like here are your stripes now good luck.....my friend and that is the reality. I guarantee no Sheriff, Constable or Chief will ever admit this, but it is a hard cold fact that does exist. If there are some agencies that took the time to develop a training program I can assure you these agencies are few, far and wide between. We need universal training standards. In Texas if you are elected as a Sheriff or Constable and/or you are appointed as a Chief you must (by state law) attend mandatory leadership training. What about all the sergeants, lieutenants, captains, commanders, Chief Deputies and Deputy Chiefs; if they have any leadership training they sought it out on their own imitative. We have no continuing leadership training and education programs for these most essential personnel.

Level II Phase I Leadership Training for Supervisors

- Leadership Basic Terms module
- Psychology of Human Behavior module
- Types/Styles of Leadership module
- Risk Management module
- Goal Setting (w/practical exercises)
- Counseling module
 - ✓ Professional Development
 - ✓ Performance & Evaluation
 - ✓ Corrective

Here are the basics needed by today's sergeants, lieutenants, captains, majors, commanders, etc.

Psychology of Human Behavior: By establishing what is normal behavior it becomes easier to pick-up on and identify potential risky behaviors and/or violent tendencies. By reviewing and studying past cases indicators and propensities of abnormal behavior and characteristics surface. It will help officers identify potential dangerous behavior and save lives, to include that of the perpetrator (or subject).

In learning from proven and highly successful leaders one can improve one own leadership potential. There are **different styles** and by exploring the different type it is hoped that we can help the attendee find his/her own style.

Risk Management is as diverse as it is essential to being pro-active and reducing liabilities and risk whenever and where ever possible. Training is an essential solution to reducing risk and liability to the officer-deputy and to his/her agency.

Goal Setting is designed to help the leader clearly understand that he can not hit a target he/she cannot see, neither can his/her subordinates. It is essential to set achievable goals to help the agency achieve and accomplish its primary missions and task/sub-task required. Visual and Achievable (Realistic). Sets standards and expectation levels. Done right shows everyone within the agency that each officer and civilian is invaluable and essential to the agency's mission; as well as to respect of agency from/by the population it serves.

Counseling (Doing It The Right Way) can lead to a substantial risk reduction for agencies and avoid time consuming and costly litigation by reducing liability in the form of required documentation. We have good officers that we can continue to help improve as well as some officers who never should have been hired to begin with and have no place in public service. That said one must avail every opportunity to assist a person in improvising, adapting and over-coming at least to ones that are responsive to counseling and that are willing to listen and cooperate.

SBLE School Safety & Security Officer/Deputy Holistic Concept & Training Plan

Level II Phase I Leadership Training for Supervisors – Cont'd:

- Leadership Traits module
- Leadership Characteristics module
- Scheduling & Assignments module
- Leadership Ethics module
- Manpower and Budgeting surveys and justifications module
- Organizational Effectiveness module(Group general session, breakouts and review)
- Summary

Leaders are developed not made. A person desiring to become a leader must first seek to understand if he/she hopes to ever be understood. A good leader (potential leader) is like a living sponge soaking up every bit of knowledge he/she can to enhance their potential in becoming an agency multiplier and asset. Teaching potential leaders established and proven to be successful **traits** and **leadership characteristics** help potential leaders to develop themselves into viable, knowledgeable and skilled agency and community assets.

Scheduling and Assignments are no easy tasks even by a veteran with years of experience. There are many things one must consider such as pre-requested leaves, holidays, sick call-in's just to name a few.

ETHICS & LAWENFORCEMENT: Laws are malleable and law enforcement officials are entrusted with a considerable amount of latitude when enforcing laws. Unfortunately, many law enforcement officials abuse this power. Whether by mishandling evidence, practicing discriminatory profiling techniques or conducting warrantless searches, the acts of these officials raise important ethical questions about permissible activity regarding law enforcement.

Tasks like **Manpower & Budget** require expertise and skill normally not associated with law enforcement and more acclimated to a business world environment.

Serve and Protect: One of the main ethical responsibilities of law enforcement personnel is to serve, safeguard, protect and respect the rights of everyone. This responsibility can be seen practically through a law enforcement officer's response to crime victims or the most vulnerable members of society.

A good **Organizational Effectiveness** evaluation can help enhance and increase agency efficiency, productivity and ensure maximum use of resources, remember:

- Helps develop agency synergy (makes everyone feel like part of the solution – buy-in as a stakeholder or stockholder so-to-speak).
- Maximizes in establishing realistic and justifiable effective use of resources.
- There are no new ways to get in trouble.
- There is always a better way to stay out of trouble.
- Things that go wrong in life are predictable and predictable is preventable.
- Knowledge is "Power" to help prevent.

LEVEL II – Phase II Advanced SBLE LEADERSHIP TNG Supervisor Courses



SBLE Level II – Phase II LEADERSHIP TRAINING SUPERVISORS COURSES

- Juvenile Law Overview highlights of what SBLE Officers were taught during SBLE Basic
- Juvenile Law Updates
- Counter-Terrorism and Active-Shooter for Schools
- Crime Prevention Through Environmental Design (CPTED) for Schools
- Violence in Our Schools (What's Really Going On?)
- Bullying & Cyber Bullying
- Gang Awareness
- Gang Intervention and Prevention Strategies
- Terminology/Threats Chemical-Biological & Radiological (CBR)
- Health & Safety Response Protocols for SBLE First Responders
- Improvised Explosive Devices (IED) Awareness
- Practical Educational Environment Tactics (PEET) -Active Shooter Profiles
- Practical Educational Environment Tactics –Terrorist Profiles
- Practical Educational Environment Tactics - Introduction to Krav Maga
- Practical Educational Environment Tactics - Krav Maga Training (Fundamentals)
- Confrontational Management in a School Environment (Strategies)
- Hidden (Concealed) Weapons
- Role of SBLE Officer as a Problem Solver
- Maintaining Intelligence – Establishing and Managing a INTEL data base in your agency
- Collecting, Analyzing, Reporting Intelligence
- Countering-Terrorism - Know Your Enemy (Homeland Security)
- Officer – School Staff, Students & Parent Relations
- How to handle and work with the Media
- Counseling Your Officers (Job expectations, duties, responsibilities & training needs, and for career development and enhanced agency proficiency)
- Open Forum – Discussion (Synergy exchange)

This provides supervisors an evaluation standard for their officers/deputies. Now the supervisors will know what their officers/deputies have received as far as training standards, basic knowledge and skill levels provided through this training concept and plan. Universal Standards/Expectations established.

N.A.S.R.O. Supplemental S.R.O. Supervisors and Management Course: a three day (24 hr.) SRO Supervisors and Management course for police supervisors and school administrators who have the responsibility of implementing, supervising, managing, and evaluating school-based police officers and/or programs. The goal is to provide

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managers with information, skills and strategies to develop coordinate and maintain a successful SRO program in their school community.

LEVEL III – Phase I EXECUTIVE MANAGEMENT & ADMINISTRATORS COURSE



- SBLE Management Course
- Superintendents & Principals
- Sheriffs – Constables & Chiefs
- School Board Members

This is a five (5) day course designed to be delivered in a conference venue. It is for Sheriff's/Chiefs, School Superintendents/Principals and School Board Members and Presidents of Colleges/Universities. It is for all senior executive management leaders responsible for schools/campuses.

This provides a venue in which each participant will clearly understand the duties and responsibility of all components within their purview. It will provide venue for role reversal during serious incident type situations. . To be understood you must first seek to be understood (Understand).

It brings the Power-Brokers (Stakeholders) together training them to a universal standard concerning:

- Effective use of SRO,D.A.R.E., G.R.E.A.T. Officers
- Defined Role of Law Enforcement officer/deputy discipline vs. enforcement
- Keeping Children in School and deferred from Juvenile Justice System (Positive Alternatives)
- Integrated Interoperability (Enhance Capabilities) and Knowledge Base

LEVEL III Phase I LEARNING OBJECTIVES

- Overview of SBLE Officer/Deputy Courses
- Understanding the SBLE Role as Problem
- Understanding the SBLE Role as Educator
- State Laws as they apply to Texas Education System
- Discipline verses Enforcement: Keeping Kids in school and deferred from juvenile justice system)
- Key Component overviews (Knowledge Base)
 - ✓ Active – Shooter Profiles
 - ✓ Terrorist Profiles
 - ✓ Threats Chemical-Biological & Radiological (CBR)

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LEVEL III Phase I LEARNING OBJECTIVES – Cont'd:

- ✓ Gang Updates - Gang Intervention & Prevention Strategies
- ✓ Importance of Collecting, Analyzing and Reporting Intelligence
- Developing Organizational Effectiveness
- **Role** of D.A.R.E./G.R.E.A.T. and/or SRO verses Principal or other School Staff.
- **Difference** between violation of local, state and/or federal law verses discipline.
- **Enforcement** of school rules, regulations, policy & procedure verses law enforcement.
- Keeping Children in School and deferred from juvenile court system.

LEVEL III Phase I LEARNING OBJECTIVES – Cont'd:

- **Preparation of Emergency Operations Plans (EOP)**
- **Emergency Operations Practicums** (scenarios in which Chief will change role with Administrator and with role reversal (doing regular duty)).
- Review Summary & Recommendation(s)

LEVEL IV PHASE I SBLE - School Staff Training Course



These are Campus Staff lessons that can be taught throughout the school year at school staff meetings and/or In-Services. Each lesson is designed to be presented in a 45 to 60 minute block of instruction by the Master Level SBLE certified Officer. These courses are designed to create a “**FORCE MULTIPLIER**” assets within a school using existing assets.

LEVEL IV PHASE I SBLE - School Staff Training Course

Taught by SBLE Officer Master Level Officers

SBLE School Staff Course

- Active Threat Response
- IED Awareness (Bomb Threats)
- INTEL Reporting (Violent behavior detection, Gang & Drug Prevention)
- Gang & Bullying (Intervention & Prevention)
- Teen Suicide Intervention
- Prevention
- Violence Intervention & Prevention
- Situational Awareness
- Best Practices Protocols
- Confrontational Management (De-escalation)
- Emergency Preparedness
- Developing Practical Emergency Operations Plans
- Much more.....

Lesson 1: Active – Threat: Campus Staff as a Force Multiplier – Immediate Actions and Psychological Profiles

Lesson 2: Domestic Terrorism Awareness: Campus Staff as a Force Multiplier – Immediate Actions; Type (Domestic & International) - Psychological Profiles ; Deny - Barricade – Resist – Survive & Escape (what to do when exiting)

Lesson 3: Potential School Violence Intelligence Reporting: If something does not look right report it immediately what is suspicious activity INTEL for Preservation of Life not discipline

Lesson 4: Gang Awareness: What to look for: Clothing – Jewelry – Colors – Tattoos/Marks – Physical Indicators Behavioral Indicators (Warning Signs) Best Practices Intervention and Prevention Strategies

Lesson 5: Drug Awareness: Symptoms of Drug Use/Abuse – Indicators Behavioral Signs (Altered Behavior Patters) Indicators and adverse effect on human health.

Lesson 6: Drug and Weapon Concealment areas in schools: What to look for What to do

Lesson 7: Violent Behavior – Discipline Management : Psychological Behaviors Indicators – Vigilant Observation Bullying – Communicating Threats & Reporting Bullying & Cyber-Bullying Intervention & Prevention Strategies.

Lesson 8: Teen Suicide: Psychological Behaviors - Warning Signs (What to look for) Active Listening & Importance of Reporting

Lesson 9: School Bomb Threats & School Bombing Incidents: What to do when it happens (Proper Reporting - Safety Actions) Campus Search Teams (What to do and not to do)

Lesson 10: Weapons Familiarization (elementary – Junior/Middle School & High School – College level). How to load and unload a weapon. Weapon Safeties. What

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to do when you have access to firearm (one dropped or left leaning against a wall, etc.)

Lesson 11: Confrontational Management (Verbal Judo): De-escalation of Violence when confronted. Surviving in a violent situation

Lesson 12: Developing Realistic Emergency Operations Plans: Define Assess Respond & Evaluate potential threats. Universal plans that can be easily adapted and implemented. Includes Threat Assessment followed by plans designed to **deny** threat, **detect** threat, **deter** threat, and/or **delay** threat (reduce causalities). Simple not complex. ***Taught by SBLE Master Level Officers.***

LEVEL V Phase I SBLE STUDENT COURSE



The first and most important to consider here is what works. What we do have is new, innovative, based on best practices and that is evidence based curriculums. The answer is the New D.A.R.E. Keepin-It-Real curriculums. It is completely different program as opposed to D.A.R.E. 's past. There are some (educators and law enforcement executives) that possess skewed knowledge , and others that are simply Neanderthal, linear thinkers and practitioners with their own self-serving agendas that will claim (say) that D.A.R.E. does not work. In all fairness and for those that "Think Outside the Box" will clearly see upon evaluation of new D.A.R.E. Keepin-It-Real curriculums do work.

It is too expensive, it is? (What value do we place on our children and human life?) To use a Machiavellian philosophy "Will the (Does the) ends justify the means" and in this case with the new "D.A.R.E. Keepin-It-Real" curriculums it does. Remember this is an evidence-based and longitudinal studies/evaluations that can show(has shown) success; to date all studies of Keepin-It-Real show positive results.

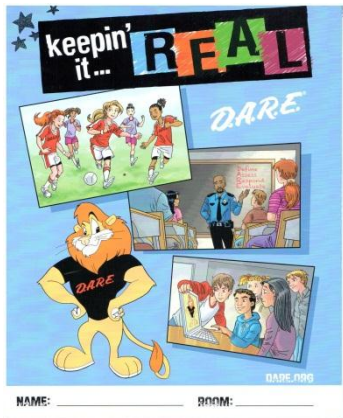
Finally are we going to waste time talking about taking action or will be simply embrace and support what is there for all? D.A.R.E. has been in our schools for over 29-

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consecutive years. How does this weigh-in (in a realistic and practical world)? Embrace D.A.R.E. and all (including nay-sayers) commit to making it better now that would be cost advantageous and effective! That truly makes and passes the litmus test for common sense.

Disclaimer: These are not the words of D.A.R.E. America they are my own – based on my 40 (Plus) years of veteran experience and first hand knowledge. You know from one who has literally worked in the environment on a daily basis for over 19-consecutive years, verses one who writes how to do something they have never personally experienced (but think will work best) point-of-view.

Student Courses - LEVEL V Phase I SBLE Student Courses Student Course (Elementary – 5th grade level



- Introduction to **D.A.R.E.** Keepin-It-Real – **(Elementary Curriculum)**
- Drug Information for Responsible Decision-Making
- Risk & Consequences
- Peer Pressure
- Dealing with Stressful Situations

Taught by D.A.R.E., N.A.S.R.O. (SRO's) and School District Officers-Deputies that successfully complete required 2-week (100-hour) certification course. There is a regional D.A.R.E. America Training Center in every state. This is where D.A.R.E. certified Mentor-Trainers and N.A.S.R. certified instructors can work together to become delivery contractors of this proposed School Safety & Security SBLE holistic concept and training plan. The D.A.R.E. mentors and N.A.S.R.O. Instructors would be trained by the Core Teams of SBLE subject matter experts via Mobile Training Teams (MTT) designed to Train-the-Trainers (TTT) in each state. This allows the state trainers then to go out throughout their individual states taking the training to the stakeholders (those directly responsible for school safety & security) verses making agencies come to them thereby reducing agency training cost. This delivery system has been test in Texas and found to have been highly successful and well-received by the stakeholders. It works!

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D.A.R.E. Keepin-It-Real Curriculum: The D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is designed based on the Socio-Emotional Learning Theory (SEL). SEL identifies fundamental, basic skills and developmental processes needed for healthy development including:

- self-awareness and management
- responsible decision making
- understanding others
- relationship and communication skills
- handling responsibilities and challenges

The curriculum uses this theory to teach youth to control their impulses and think about risks and consequences resulting in more responsible choices. We believe that if you can teach youth to make safe and responsible decisions, this guides them to healthy (and Safe) choices not only about drugs and violence but across all parts of their lives. As they grow to be responsible citizens, they will lead healthier and more productive (positive) drug and violence - free lives.

The ten lessons are arranged in a scaffolding process, starting with the basics about responsibility and decision making and then building on each other allowing students to develop their own responses to real life situations. The very first lesson starts with responsibility and introduces decision making with subsequent lessons applying these skills in increasing complex ways to drug use and other choices in their lives.

It is D.A.R.E.'s vision that youth who think their way through situations, make better choices that are not impulsive, communicate, and relate to people, will be drug-free and more successful in all areas of their lives. This is our vision for success and the journey that begins with lesson one.

45 to 50 minute block of instruction

Student Courses - LEVEL V Phase I SBLE Student Courses **Student Course (Elementary – 5th grade level)**



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- Basics of Communication
- Non-Verbal Communications & Active Listening
- Bullying
- Helping Others
- Getting Help from Others & Review

The D.A.R.E. officer (and/or certified N.A.S.R.O. D.A.R.E. Officer - Deputy) remains the key to delivering the curriculum. Officers are vital in making the lessons come to life while playing an incredibly positive role for D.A.R.E. students. The curriculum is based on the D.A.R.E. Decision Making Model and teaching communication and life skills through the effective “from kid through kid to kids” narrative approach that are the hallmarks of D.A.R.E.’s successful middle school *keepin’ it REAL curriculum*. Lessons begin with a story about characters and real life situations the students will learn to know and care about. These stories are based in the actual experiences of students in schools around the country. Situations and role plays are integrated into the lessons to provide practice for each skill. Hopefully, students will be encouraged to tell their own stories by continuing to use the “someone I know” dialogue method. This is what makes the lessons “real” to them. The D.A.R.E. Decision Making Model helps students process their thoughts and help them make safe and responsible choices.

Based on the core principles, we constructed a ten lesson curriculum. Simply teaching something once is not enough for most young learners. That’s why each skill is broken down into parts, “scaffolding” or building upon concepts so that they appear over and over again in lessons, each time in a more advanced and sophisticated way. The best example of this is the D.A.R.E. Decision Making Model. DDMM is introduced and modeled in lesson 1. In lesson 2, students use the “D” to define a problem involving drugs. In lesson 3, they define and assess risks and consequences in situations in which they often find themselves. In lesson 4, they define, assess and decide how to respond in stressful life situations. In lesson 5 they are using the entire model to define, assess, respond and evaluate strategies for handling peer pressure. In lessons 6-9, they are refining and expanding their decision making skills

The same basic lesson structure allows for consistency in delivery of each lesson:

- Review previous lesson
- Animated introduction story to engage, review previous lesson, and introduce this week’s lesson
- Explain the basic concepts
- Describe the concepts and skills
- Practice the skills
- Apply DDMM
- Review and Journaling
- Closing Story

This is a golden opportunity here for SRO’s and/or ISD Police Officers to start building positive, lasting and effective relationships with students (eventual parents and

SBLE School Safety & Security Officer/Deputy Holistic Concept & Training Plan

members of our society and community) that will produce long last (residual) effects towards enhancing police community relations. These certified D.A.R.E. Officers/deputies would have an entire school year (leaving them time for Crime Prevention and/or other Community Policing innovations. It is an opportunity for Sheriff's/Constable's and Chiefs to include School District Policing agencies to create vial **FORCE MULTIPLIERS** in/through their existing officers by having them cross-trained. Again this just makes good common sense and is a positive and effective use of resources.

Student Courses - LEVEL V Phase I SBLE Student Courses Learning Objectives Keepin-It-Real (Elementary – 5th grade level)



- Define Responsible and Identify Responsibilities
- Identify harmful effects of illegal drugs, and alcohol and tobacco
- Define Risk and apply to realistic scenarios
- Define and recognize source of Peer Pressure
- Identify signs of stress

LESSON ONE: Introduction to DARE's *keepin' it REAL*

- Define what it means to be responsible
- Identify student responsibilities in their daily lives
- Name the steps in the D.A.R.E. Decision Making Model (**DDMM**)

LESSON TWO: Drug Information for Responsible Decision Making

- Identify how alcohol and tobacco use affects student responsibilities
- Examine information on alcohol and tobacco
- Understand the health effects of alcohol and tobacco on the body
- Use the **DDMM** to define the problem in scenarios related to alcohol or tobacco

LESSON THREE: Risk and Consequences

- Define risks and consequences and apply to real life situations
- Assess the positive and negative consequences in the choices made about risky situations
- Use the **DDMM** to assess how to make responsible decisions involving risky situations

LESSON FOUR: Peer Pressure

- Define pressure and peer pressure
- Recognize the sources of peer pressure
- Identify ways to respond to peer pressure
- Use the **DDMM** to generate responses to peer pressure

LESSON FIVE: Dealing With Stressful Situations

- Identify possible signs of stress
- Recognize the physical and behavioral signs of stress
- Use the **DDMM** in evaluating stressful situations

Student Courses - LEVEL V Phase I SBLE Student Courses

Learning Objectives Keepin-It-Real (Elementary – 5th grade level) Cont'd:

- Explain & demonstrate importance of **effective communication**
- Define & demonstrate **active listening** skills
- Define & recognize **Bullying** and its adverse effects.
- Identify importance of becoming a **productive citizen**
- Provide **community resources** designed to **HELP** for students in need

LESSON SIX: Basics of Communication

- Define and explain the importance of communication in daily living
- Demonstrate confident communication
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON SEVEN: Nonverbal Communication and Listening

- Define effective listening behaviors
- Demonstrate effective listening using verbal and nonverbal behaviors
- Use the **DDMM** to evaluate and generate alternative options for effective communication

LESSON EIGHT: Bullying

- Define and recognize characteristics of bullying
- Identify bullying behaviors
- Differentiate between tattling and telling
- Use the **DDMM** to practice safe ways to report bullying

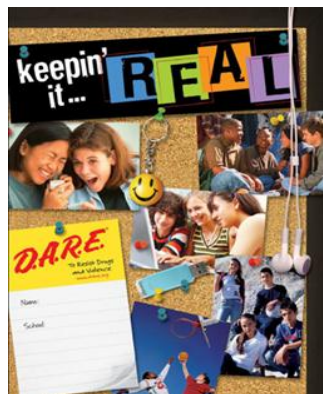
LESSON NINE: Helping Others

- Identify the importance of being a good citizen
- Recognize the importance of reporting bullying to an adult at school and at home
- Demonstrate the use of the **DDMM** in reporting bullying behaviors
- Reinforce knowledge and positive behaviors to stop bullying

LESSON TEN: Getting Help from Others and Review

- Identify people in student’s lives they can go for if they need help
- Recall previously learned key terms

**Student Courses - LEVEL V Phase II SBLE Student Courses
Student Course (Middle/Junior High School – 7th grade level)**



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D.A.R.E. Keepin-It-Real (Middle/Junior High curriculum)

- Options & Choices
- Risks
- Communication and Conflict
- Refuse
- Explain

There is a golden opportunity here for D.A.R.E. and N.A.S.R.O. (SRO's) and/or ISD Police Officers that are already permanently assigned to a middle school campus to teach this lesson at their campus. They have an entire year to get the lessons delivered to target 7th grade students. Again this just makes good common sense and is a positive and effective use of resources.

The D.A.R.E. *keepin' it REAL* curriculum represents over **20 years of research by the Drug Resistance Strategies Project (DRS)** about why our youth use drugs. Out of this research a middle school substance abuse prevention program, ***keepin' it REAL, was developed collaboratively by Penn State University, Arizona State University, D.A.R.E. America, and schools around the country.*** Grounded in cultural norms, the program teaches youth how to live drug-free lives confidently, drawing on the strengths of the students, their families and communities.

The acronym **REAL** is the central message of the curriculum and teaches youth four ways to refuse drug offers -- ***Refuse, Explain, Avoid, and Leave.*** These strategies help youth stay away from drugs by preparing them to act decisively and responsibly in difficult situations. The curriculum teaches students how to resist drugs offers by presenting practical strategies that are easy for them to remember and use.

The *keepin' it REAL* curriculum is ideally organized as a 10 lesson program to be delivered over 10 weeks. Each lesson requires one 40 - 45 minute class period and is designed to promote interaction between students and instructors. Engaging activities are included to involve students in their own learning. ***Through sharing their own stories, practicing decision making and role-playing the REAL resistance strategies students gain mastery of new skills.*** The program's key learning tool is a series of videos that show high school youth and their own, real stories about drugs and drug offers. The videos model or demonstrate how students use REAL strategies to resist drugs in real life situations in rural, urban and suburban communities.

The core of the program is the REAL strategies for resisting drug offers: Refuse, Explain, Avoid, and Leave. By highlighting these four strategies, the program helps ***students learn effective decision making and communications skills*** which helps them resist the temptation to use drugs.

Student Courses - LEVEL V Phase II SBLE Student Courses
Student Course (Middle/Junior High School – 7th grade level) Cont'd:



- Avoid
- Leave
- Norms
- Feelings
- Support Networks

The keepin' it REAL lessons incorporates personal stories and language that youth find familiar. The lessons teach risk assessment, decision making, communication, and life skills including the REAL strategies. The lessons are designed to promote interaction among the students as well as between the students and the instructor. Engaging activities are included to allow students to practice the REAL resistance strategies incorporating sound decision making skills. The keepin' it REAL lessons includes a variety of teaching modalities aimed at encouraging active student participation such as:

- Cooperative learning group activities
- Questions to promote higher level thinking
- Role-plays
- Think/Pair/Share discussion

Each lesson includes:

- Curriculum guide and instructions
- Overheads or PowerPoint slides
- Key terms
- Student Planner pages
- Homework page

The students' performance on the homework assignments allows instructors to assess how well they are grasping the skills and knowledge taught in class.

Student Courses - LEVEL V Phase II SBLE Student Courses
Student Course LEARNING OBJECTIVES (Middle/Junior High School)



- Resistance strategies of Refuse, Explain, Avoid, and Leave.
- Define the term risk and identify harmful risks
- Identify and describe the components of the D.A.R.E. Decision-Making Model
- Explain the REAL strategy of Refuse
- Demonstrate the REAL strategy of Explain

Lesson 1: Options and Choices: In this lesson students will identify the *keepin' it REAL* resistance strategies of Refuse, Explain, Avoid, and Leave. An introductory video presents an overview of these core resistance strategies. Through class discussion and activities the concepts of options, choices and consequences are defined with the idea that all choices have consequences. Students learn to differentiate between a simple preference and a wise choice.

Lesson 2: Risks: Students will define the term risk and identify risks that could be potentially harmful to them. The Guessing Game activity is an opportunity to explain how a risk may affect their choices. Through the Guessing Game students are given factual information regarding the actual number of students currently engaging in drug use.

Lesson 3: Communication and Conflict: Students will identify and describe the components of the D.A.R.E. Decision-Making Model to make wise choices and sound decisions. They will articulate what it means to agree to disagree and explain the differences between assertive, aggressive and passive behaviors. A group activity allows students the opportunity to work cooperatively to use the D.A.R.E. Decision-Making Model to solve conflict scenarios.

Lesson 4: Refuse: Students will be able to explain the REAL strategy of Refuse and be able to articulate “no” in a clear and assertive way. A video is shown that models this strategy. Through discussion and sharing their own stories, students learn verbal and non-verbal assertiveness techniques for Refusing.

Lesson 5: Explain: Students will demonstrate the REAL strategy of Explain and be able to state the reasons for their actions in a clear way. A video is shown that models this strategy. They will use “I Statements” in order to articulate their personal preferences and share their opinions or beliefs.

Student Courses - LEVEL V Phase II SBLE Student Courses
Student Course LEARNING OBJECTIVES (Middle School) – Cont'd:



- Define the REAL strategy of **Avoid**
- Explain the REAL strategy of **Leave**
- Explain concept & terms of **normative behavior**
- People **express emotions** in different ways, & they have **unique feelings** and reactions to situations.
- **REAL skills** can be used in their network of friends, family and peers

Lesson 6: Avoid: Students will define the REAL strategy of Avoid and be able to list three ways they can avoid a situation. A video is shown that models this strategy. Through discussion, sharing their own stories, and role play scenarios student learn how to use the D.A.R.E. Decision-Making Model to practice ways to avoid potentially harmful situations.

Lesson 7: Leave: Students will be able to explain the REAL strategy of Leave. A video is shown that models this strategy. Through discussion, sharing their own stories, and role play scenarios students learn to identify situations where they can use the Leave strategy.

Lesson 8: Norms: Students will be introduced to the concept of normative behavior and will be able to define the terms, norms and peer norms. They will identify accurately the norms of drug use among their peers. Students learn that, contrary to what many of them believe, the majority of students their age do not use drugs. They will be able to explain how norms can influence their decisions.

Lesson 9: Feelings: Students will identify how people express emotions in different ways and that they have unique feelings and reactions to situations. Role play scenarios are used to help students resolve conflict situations and express their feelings in a positive manner. They will learn to acknowledge the validity of their feelings and the feelings of others.

Lesson 10: Conclusion: Students will learn how their REAL skills can be used in their network of friends, family and peers. They will use an ECO-MAP to explain the concept of a social support network and identify members of their personal social support network where they might go for help. The *keepin' it REAL* Review offers students the opportunity to review the concepts and skills they have learned in the previous lessons.

Student Courses - LEVEL V Phase III SBLE Student Courses



These are courses developed and delivered by **SIERRA3 (Part of the SBLE Core Team of Trainers & Subject Matter Experts)** and its core team of instructors have highly successful (proven) curriculums/lessons designed (combat veterans and Agency operators -specialist) to maximize internal assets creating enhanced preparedness within every school. There are several models one in California where students (Explorer Scouts) were taught Emergency Operations during critical incident as well as several models within San Antonio (specifically South San Antonio I.S.D. Police Department and Southside I.S.D. Police Departments have developed highly trained Explorer Scouts (model programs) certifying them (Explorer Scouts) in Teen CERT as well as a myriad of other diverse response capabilities; therefore this is not theory it has been proven to work. By empowering youth you enhance your immediate response capabilities.

Student Courses - LEVEL V Phase III SBLE Student Courses – Cont'd:



- Protocols/Procedures for lock-downs.

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- Protocols/Procedures for Emergency Evacuation (First Responder (Support Training))
- Establish Statewide Youth Advisory Board
- Establishment of Teen Court

Select Middle/Junior High and High School Students

- Law Enforcement Explorer Scouts
- J.R.O.T.C.
- Student Council

Can be taught during and/or after school (Or weekends) classes for select students.

School - Student Resources through SBLE Holistic School Safety & Security Concept and Training Plan:



Mentorship program (VFW, AARP, Etc. Volunteers)

- ✓ Math, Sciences, Reading and Writing
- ✓ Citizenship, duty, responsibility & accountability
- ✓ Core Family Values
- ✓ Patriotism, Duty, Honor and Country

How many ***useful people with veteran experience and/or knowledge*** are just sitting there with nothing to do – many who are looking for some way to continue to contribute or even help them feel of value again? This could even be very therapeutically good for some of our young wounded veterans in helping them recover (after being cleared by competent medical staff).

The SBLE Holistic School Safety & Security Concept and Training Plan provides a strong and viable venue to bring all required resources together in a united coalition of assets. It is a Strategic Concept & Plan.

LEVEL VI Phase SBLE Parent Courses



D.A.R.E. Parenting Lessons

Other informative and educational lessons

LEVEL VI Phase I SBLE Parent Courses



- **Taught by SBLE Officer Master Level Officers**
- **SBLE Parent Course**
 - ✓ **Parenting Skills**
 - ✓ **Trouble Indicators**
 - ✓ **Violent Behavior (Warning Signs)**
 - ✓ **What to look for (Drugs & Weapons)**
 - ✓ **Community Resources**
 - ✓ **Much more.....**

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These are **Parent Lessons** that can be taught throughout the school year at PTA/PTO or as a stand-a-lone after school program for parents. Each lesson can be taught in 50 minute to 1 ½ to hour segments. One day, each evening after school or at other community venues.

Lesson 1: Most Common Abused Drugs & Symptoms: Inhalants & Over-The-Counter Drugs

Lesson 2: Harmful Effects of Drug Use & Abuse: Alcohol & Tobacco and Illegal Drugs (Marijuana – Meth – Rave Drugs)

Lesson 3: Behavior Associated with Drug Use/Abuse: What to look for. What to do if you find drugs.

Lesson 4: Gang Affiliation Indicators: Clothing, jewelry, colors, superficial hand-drawn tattoos or markings. Who your children are hanging out with

Lesson 5: Gang Intervention & Prevention Strategies: Alternatives. Counseling Best Practices intervention and Prevention strategies (what really works and what does not!).

Lesson 6: Internet Safety: Blogs – My Space. Parental Controls – Checks & Balances. Predators (what to look for and protect your child against)

Lesson 7: Teen Suicide: Warning Signs (What to look for). Positive intervention and prevention strategies. Where to seek and get help

Lesson 8: Parents On Patrol (POPS) Program and School Watch Program (SWP) – modeled after highly successful Neighborhood Watch Program

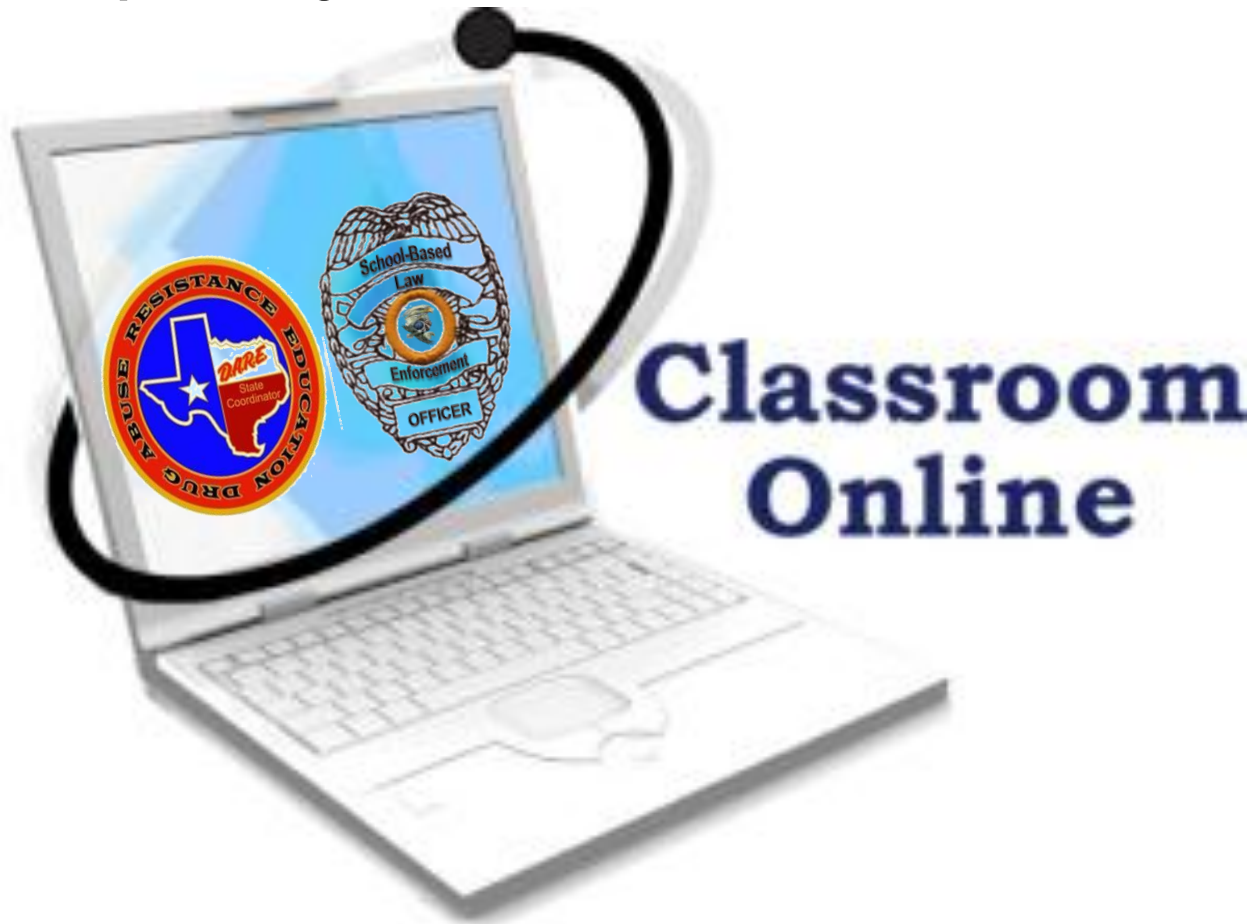
Lesson 9: Active Listen Skills: How to effectively listen to your child (and others). Developing good active listening skills. Includes practical exercises designed to build competency.

Lesson 10: Managing Violence (Anger Management): Self-Discipline & Self-Control Strategies. Managing stress without violence intervention, using realistic prevention and Best Practices models.

Lesson 11: Peer Pressure: Understanding Bullying and importance of your child maintaining a high Self-Esteem.

Lesson 12: Parental Responsibilities: Teaching Responsibility & Accountability Consequence of actions (self & others). Core Family Values.

LEVEL VI SBLE On-Line Learning Courses (Professional and Self-Development and growth.



Continuing educations programs many that have no associated cost and that have been established by the federal government and other organizations.

Examples:

- FEMA Courses
- Emergency Management Courses

LEVEL VI SBLE On-Line Learning Courses

- Phase I SBLE Officer On-line Courses
- Phase II SBLE Supervisors Courses
- Phase III SBLE Administrator & School Boards
- Phase IV SBLE School Staff Courses
- Phase V SBLE Student Courses
- Phase VI SBLE Parent Courses

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SBLE Campus Law Enforcement

- Crime Scene Processing
- Criminal Investigations
- Juvenile Investigations Courses
- Interviewing Juveniles
- Interviewing and obtaining statements from juvenile suspects
- Maintaining Juvenile Offender Files
- Child Abuse & Neglect Investigations
- Juvenile Law Courses
- Drug Awareness: Up-to-date information on most Common Used & Abused Drugs by young people (Teenagers to young adults in college)
- Inhalants & Marijuana
- Methamphetamines & Rave Drugs
- Drug Concealment
- Gang Awareness & Gang Intervention and Prevention Strategies
- Handling the mentally challenged student
- Criminal Intelligence collecting, analyzing and developing predictability models.
- Handling Violent Offenders
- Confrontational Management intervention and prevention strategies
- Identifying potential violent offenders based on known behavior characteristics and mannerisms.
- Dating Violence and others.

Additional Parent Lessons

Training Classes
On-line Training
On-line Resources

Additional Student Lessons

Training Classes/lessons
On-line interactive Training

Specialized Campus Staff Training

Training Classes/Lessons
On-line learning

FEMA Courses available on-line:

IS-1 Emergency Manager: An Orientation to the Position
11.0IS-3 Radiological Emergency Management
11.0IS-5.a An Introduction to Hazardous Materials
11.0IS-7A Citizen's Guide to Disaster Assistance
11.0IS-8.a Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699

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FEMA Courses available on-line (Continued):

0IS-15.bSpecial Events Contingency Planning for Public Safety Agencies - (7/22/2010)0.41.0

1.0 (When combined with IS-19, IS-20, IS-21, IS-33, IS-106, IS-107 and IS-101.b)

IS-19.12FEMA EEO Supervisor Course 2012 -(1/26/2012)0.11.0

1.0 (When combined with IS-18, IS-20, IS-21, IS-33, IS-106, IS-107 and IS-101.b)

IS-20.12Diversity Awareness -(1/30/2012)0.11.0

1.0 (When combined with IS-18, IS-19, IS-21, IS-33, IS-106, IS-107 and IS-101.b)

IS-21.12Civil Rights and FEMA Disaster Assistance -(1/30/2012)0.11.0

1.0 (When combined with IS-18, IS-19, IS-20, IS-33, IS-106, IS-107 and IS-101.b)

IS-22Are You Ready? An In-depth Guide to Citizen Preparedness -(10/25/2010)11.0

1.0 (When combined with IS 102.b, IS 293, IS 634)

IS-27Orientation to FEMA Logistics -(2/8/2011)0.41.0

1.0 (When combined with IS-245.a and IS-246)

IS-29Public Information Officer Awareness -(11/3/2011)

QUESTIONS

Curriculum/Lesson Contributors

Subject Matter Experts

Gerald R. "Jerry" Adams, Special Agent in Charge Federal Bureau of Investigation (F.B.I.) Criminal Investigations, Covert and Tactical Operations, INTEL, – Retired.

Dan H. Tiller, former Department of Public Safety (DPS) Trooper - Retired, former Sheriff, Senior instructor Institute for Criminal Justice Studies (ICJS) – Retired and Senior instructor Law Advisory Group.

Judy Renick, founder and first Director of the Texas School Safety Center, author and expert on Gangs, Bullying and Emergency Preparedness for schools.

Steve Ledbetter, Senior Narcotics Investigator and subject matter expert on over-the-counter, prescription and illegal drug sale/use/abuse for the Dallas Police Department .

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Robert "Bob" Fletcher, Warrant Officer and Senior Army INTEL Analysis.

Mary Fischer, former Agency Analysis and INTEL Specialist

Hanan Yadin, former Israeli Defense Force (IDF) Counter-Terrorism Unit and Shin-Beth Counter-Terrorism expert. Hanan is the only **Subject Matter Expert** with real world with actual practical tactical experience in School Safety & Security. He has actually lived and applied his real world experience in urban combat (school Assaults). He knows from his real world experience proven intervention and prevention strategies concerning School Safety & Security; and is the only person (with real live experience) in the United State today. He grew-up In Israel and experienced violence in schools up-close and personal and was directly involved in addressing School Safety & Security within Israel. He knows tactics better than anyone in the country when it comes to true and realistic school safety and security.

Chief David R. Rider, Chief of Police Ft. Bend Independent School District.

Chief Richard Palomo, Chief of Police Southside Independent School District, San Antonio, Texas and Navy Chief USN (Reserves).

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Adam Hamilton, Signature Science (Chemist), Nuclear, Chemical and Biological and explosives expert.

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Thai Taitano, U.S. Army Special Forces (SOG) and "Delta Force".

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Subject Matter Experts – Cont’d:

Richard Poe, SIERRA3: former U.S. Army Special Forces, security concepts, preparedness and tactical training. Operations and Training, personal protection specialist.

Patrick Perez, SIERRA3: a former U.S. Army communications specialist, Platoon Sergeant and Project Manager; Agency Protective Security Detail Leader and Security Specialist. Master of Science in Psychology and Bachelor of Science Degree in Management. Leadership trainer and certified in World-wide Protective Services.

Penny Jost, retired Texas teacher and educator. I taught for 28 years classroom experience as a teacher in the Texas public school system. I graduated from Texas A&M University in 1973 with a Bachelor’s degree. I taught for 3 years in Bryan ISD, during that time I earned my Master’s degree from Texas A&M University. In 1977 I moved to New Braunfels, Texas, and begin teaching in Comal ISD. I taught for 25 years in Comal, until I retired in 2003.

Other Consultants to/for further holistic curriculum development should be:

- **LTC Dave Grossman**
- **Phil Chambers**

Curriculum - Author/Designer

George D. Little, 1SG/E-8 U.S. Army Military Police –Retired with 20 years honorable service in criminal investigations, evidence custodian, counter-drug investigations - operations, Force Protection, Physical Security Specialist, Counter-Terrorism operations, investigations, tactics and INTEL collection and analysis. Former Deputy Sheriff/Drug Abuse Resistance Education (D.A.R.E.) Coordinator for Bexar County Sheriff’s Office – Retired 20-years honorable civilian law enforcement service, Past President Texas D.A.R.E. Officers Association, Certified Crime Prevention Specialist (C.C.P.S.), former Director Institute for Criminal Justice Studies – Texas School Safety Center – medically retired; Deputy Chief INTEL, Homeland Security & Training Bexar County Constable’s Office PCT#4; Texas D.A.R.E. State Coordinator and 2011 TCLEOSE Professional Achievement Award recipient; with 19-years working in our schools as an SBLE; and a veteran and experienced certified School Safety & Security Subject Matter Expert.

This culminates from 40-consecutive years in law enforcement; training and working in a school-based environment combined with the diversity of colleagues, associates that are literally “TRUE SUBJECT MATTER EXPERTS” within their highly diversified field.

This has been a labor of love, passion and commitment to the men and women of law enforcement and to our Children.

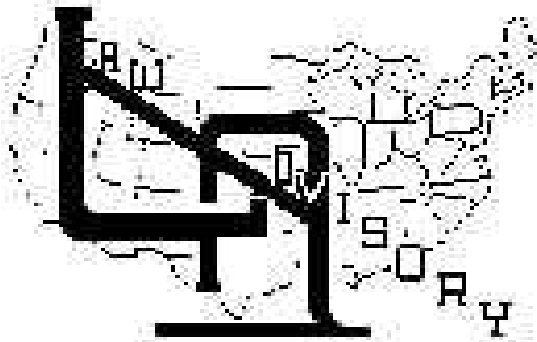
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SBLE Holistic School Safety & Security Concept and Training Plan **PARTNERS**



Tactical & First Responder & Other Active & Specialized Threat TNG



SIERRA 3



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Texas D.A.R.E. Training & Development Institute consistently looks for funding to off-set cost to individual agencies.

Average training cost for a 40-hour course to deliver the Texas D.A.R.E. Training & Development Institute SBLE Holistic School Safety & Security Concept and Training Plan is \$2,500.00 per student at 50 students per class maximum. As the **Train-The-Trainer component** is integrated (established with each state this cost will substantially be reduced to around \$450.00 per attendee/participant at state level. (See Cost Matrix Breakdown separate document).

Texas D.A.R.E. Training & Development Institute will always works with Chiefs and Sheriffs to offer the highest caliber, state-of-the-art, realistic and interactive law enforcement training based on best practices from lessons learned. Texas D.A.R.E. Training & Development Institute uses only the best and highest qualified, veteran subject matter experts as instructors. We currently use former F.B.I., Scientist, Sheriffs, Chiefs and veteran law enforcement subject matter experts, some of the best in the country through our partnerships.

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Texas D.A.R.E. Training & Development Institute continually seeks out veteran officers as well as you as Chiefs in becoming Texas D.A.R.E. Training & Development Institute SBLE Adjunct contract (vendor) instructors.

You can help by providing us feedback and input as to the threats faced by your schools. Working Together Everyone Achieves More.

JOIN the Texas D.A.R.E. Training & Development Institute SBLE TEAM and become part of the Solution verses trying to do it on your own. We are consistently for ways and means to reduce training cost allowing each Agency to continue to meet their budget restraints while meeting officer-deputy and their Agency training needs. Yesterday is history, today we can make a difference by action – moving forward and tomorrow is the future dependent on what we do today to change the outcome.



“Texas D.A.R.E. serving the state of Texas, the Officers, Deputies and their Law Enforcement Agencies, the Schools, parents and CHILDREN; and the communities of Texas since 1985 – Always Forward”