ROLE: LAW ENFORCEMENT

SCHOOL LAW
As a legal resource to the school community, the school resource officer must become a specialist in school related law. The school resource officer will have to make decisions based upon the US Constitution, State statute, and departmental policies. The school resource officer should take into account that working in a school often requires special considerations when confronting issues of search and seizure. The SRO will not only be dealing with the students themselves, but parents, administration, and faculty who’s lack of understanding of the law may be an obstacle.

After T.L.O. v. New Jersey, police and school officials have little direction in the law of school searches. While it is not perfectly clear how every case would be applied in all jurisdictions, following certain rationale will help you better gauge admissibility, and the potential for civil liability.

Why Learn About School Related Law?
- The SRO Program has a genuine interest in students
- SROs have a professional interest in training the schools
- SROs have a vested interest in successful prosecution
- SROs will be seen as specialists in this area
- SROs have to counterbalance the potential for liability

History of Juvenile Courts in the United States

Pre-1900: Prior to 19000, juveniles were basically tried as adults and received similar penalties. In most cases, the court proceedings were also very similar.

1900 to 1960s: Around 1900, some states began developing separate courts for juveniles (called “Child Saver Reforms”). These reforms established separate court systems, with a goal toward rehabilitation. In addition, confidentiality was also important. These court systems were built around an informal process with few legal trappings.

1968 to 1990s: In the late 1960s, the courts began carving out more specific rights for juveniles. While the goal was still rehabilitation, the proceedings became more like those for adults. The primary reason for this movement was two important United States Supreme Court cases.

1. Kent v. United States¹: at waiver hearings, juveniles must have rights to access records, an attorney, the right to examine witnesses, and others.

2. *In re Gault*: as juveniles face risk of "incarceration" at adjudicatory hearings, they have rights to notice, counsel. Not to incriminate self, and others.

1990s: A growing awareness of juvenile crimes has led many states to change their statutes to allow for greater protection for the community. These changes include longer incarcerations at correctional facilities, more authorizations for waivers, and a loosening of the confidentiality laws. Some state examples:

1. Increasing the authority of the courts or prosecutors to seek waivers to adult statutes.
2. Authorizing "shock time" incarceration for juveniles for specific types of crimes.
3. A "sentencing matrix" for placement in facilities. This allows the court to mandate a specific length of placement.
4. A blending of juvenile and adult court sanctions within one case. For example, a court could sentence a juvenile under the juvenile and adult codes of that jurisdiction. The adult sentence would be executed if the juvenile were to violate the juvenile portion of the sentence.
5. Juvenile "adjudications" count as "convictions" at the sentencing for any subsequent adult crimes.

Lessons: The juvenile justice system has come full circle. It is now an adversarial system, like the adult system. If there is no specific juvenile statute or case law on a given subject, then analyze juvenile situations using adult legal principles. This also affects how the juvenile court system operates in a number of ways:

1. In most states, rehabilitation is no longer the primary goal. Some states place a higher emphasis on public safety.
2. The juvenile system is not as "user friendly" as it was in the past. The image of a kind, fatherly judge putting his arm around the youth and counseling him on the error of his ways is over. *Gault* and *Kent*, and the changes from those cases made the juvenile court system much more adversarial and formalistic.
3. The stakes are higher in juvenile cases. In years past, juvenile court records were confidential, or "sealed." Most states have now made most if not all juvenile court records open to the public. In addition, most states allow juvenile adjudications to be counted at a subsequent adult sentencing.
4. Because the stakes are higher, the role of the defense attorney has changed. An attorney is expected to be a zealous advocate for his or her juvenile client. A juvenile defense attorney is expected to fight at all stages of juvenile proceedings, and to consider filing motions.

---

2 387 U.S. 1 (1967).
relating to suppression of evidence or statements. Consequently, the
juvenile process in most cases is more drawn out and extensive than in
years past.

U.S. Supreme Court Cases involving Juveniles

Juvenile cases are unique in that there are three competing interests: the rights
of the juvenile, the parent(s) and the State. Most legal scholars look at U.S.
Supreme Court cases involving juveniles from one of two points: The
“Protectionist Theory,” and the “Personhood Theory.” The Protectionist Theory,
the older of the two, assumes that children and minors are incapable of taking
care of themselves and need to be under the control and protection of some
responsible adult (whether parents or school officials). The Personhood Theory
assumes that juveniles don’t all of a sudden have adult capacities once they
reach the state age for adulthood. Rather, as juvenile’s age, they become
more and more competent to make decisions. As such, they can be protected
more by giving them as much freedom and individual rights as possible. As the
Court has evolved, toward the Personhood Theory, the rights of the
juvenile/student are considered just as important as the right of their parent or
guardian.

Early U.S. Supreme Court cases involving juveniles are examples of the
Protectionist Theory. Four cases that demonstrate this are Meyer v. Nebraska3,
Pierce v. Society of Sisters of the Holy Names of Jesus and Mary4, Prince v.
Massachusetts5 and Ginsberg v. New York6. These cases show that the state can
regulate children’s upbringing in matters of safety, otherwise, parents have
freedom to raise and indoctrinate their children as they see fit.

During the 1960’s, 70’s and 80’s, many people believed some U.S. Supreme Court
decisions began to reflect the Personhood Theory. Cases believed to reflect the
Personhood Theory are: Bellotti v. Baird7 and Carey v. Population Services
International8. The Gault and Kent cases, decided in the mid 1960s, which
granted many constitutional rights to juveniles during juvenile offender
proceedings, also reflect that point of view.

3 262 U.S. 390 (1923).
4 268 U.S. 510 (1925).
5 321 U.S. 158 (1944).
6 390 U.S. 629 (1968).
U.S. Supreme Court Cases Involving Schools

1. First Amendment/Religious Freedom. Courts have ruled that this right can be violated by schools if a student has been compelled to "declare a belief" or "accept the ideas presented" or "affirm" an attitude or a belief presented by a school. Schools may violate the establishment clause through: 1- "Voluntary" school prayer at the beginning of the day; 2- Voluntary prayer or bible verse recitation at the beginning of the day; 3- Statute authorizing a period of silence so that students may engage in meditation or school prayer; and 4- nonsectarian prayers offered at graduation.

2. First Amendment/Freedom of Speech: In Tinker v. Des Moines Independent Community School District, the court held that the first amendment prohibits school officials from prohibiting students from engaging in political expressions of "pure speech," where such expression did not cause disruption of school processes. In Bethel School Dist. No. 403 v. Fraser, the court found that the first amendment does not prevent school officials from disciplining a student that gave a lewd and vulgar speech where such a speech was believed to have undermined the school's basic educational mission. In Hazelwood School District v. Kuhlmeier, the court ruled that the first amendment is not violated when a principal keeps out articles from a student newspaper that the principal reasonably believes is necessary to avoid excessive embarrassment of third parties or is potentially disruptive to the school process.

3. Fourth Amendment. In New Jersey v. TLO the Court held Fourth Amendment applies to searches of students by school officials.

---


However, in balancing the student's expectation of privacy with the school's interests in promoting the welfare of its children, a warrant or probable cause is not required in all circumstances. In *Vernonia v. Acton*\(^{18}\) the Court held a school district's policy authorizing urinalysis drug testing of students who participated in district's athletics programs held not to violate Federal Constitution's Fourth Amendment, where the group of student's has a lesser expectation of privacy and the methods used provided safeguards to privacy.

4. Eighth Amendment. *Ingraham v. Wright*\(^{19}\) was a highly unpopular U.S. Supreme Court decision. In this case, the Court decided that in regards to corporal punishment in schools, the 8th Amendment does not apply, and there is not a procedural due process right of notice and a hearing before such punishment is meted out. However, most states and local jurisdictions have statutes or educational policies in effect that prohibit such punishment at school.

5. Fourteenth Amendment/Due Process. The most well known case in this area is probably *Goss v. Lopez*.\(^{20}\) In that case, it was decided that due process requires that for short term suspensions (less than 10 days) of students in a public school, that students be given some notice and an informal hearing allowing the student to understand the accusations, and to present his or her side of the story.

**U.S. Supreme Court Cases Involving Juvenile Offenders**

1. In *Kent v. United States*\(^{21}\), the Court ruled that a waiver proceeding has tremendous consequences for a juvenile. Consequently, the juvenile must be given the right to adequate notice, counsel, and the opportunity to present evidence to the court.

2. *In re Gault*\(^{22}\) determined that in juvenile court proceedings, the State's ultimate effect is to restrict the juvenile's liberty. Therefore, such proceedings must be consistent with Due Process, which includes the right to adequate notice, right to counsel, right of confrontation and cross-examination, and the privilege against self-incrimination.

---


\(^{19}\) 430 U.S. 651 (1977).


\(^{22}\) 387 U.S. 1 (1967).
3. As to the issue of burden of proof in juvenile cases, the key case is *In re Winship*\(^{23}\), where the court ruled that in juvenile cases, a juvenile faces some loss of liberty, and therefore has a constitutional right to require the charges be proven against him by a standard of beyond a reasonable doubt.

4. In *McKeiver v. Pennsylvania*\(^{24}\) it was decided that jury trial is not an absolute constitutional right in the adjudicative stage of juvenile proceedings.

**The Fourth Amendment in Schools**

"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and persons or things to be seized."

Searches without warrants are presumed unreasonable. If no warrant has been issued, then the search must fit one of the recognized exceptions under the Supreme Court. If a search violates the Fourth Amendment, then the exclusionary rule keeps the evidence out at trial.

The Fourth Amendment applies to the States through the Fourteenth Amendment. The US Supreme Court interprets minimum standards of the US Constitution. Individual States can choose to give its citizens more protection under its State Constitution.


\(^{24}\) 403 U.S. 528 (1971).
Recognized Exceptions to the Warrant Requirement

- Automobile: Carroll v. United States, 267 U.S. 132 (1925)
- Stop and Frisk: Terry v. Ohio
- Plain View: Texas v. Brown, 460 U.S. 730
- Consent
- Abandoned Property
- Incident to Arrest
- Inventory
- Administrative
- Regulatory Inspections
  - DUI Roadblocks
  - Border Searches
  - Prisoners, Probation, Parolees
  - Supervision of Employees
- Supervision of Students

Standards for Searches

- Reasonable Suspicion
- Terry v. Ohio
- Individualized Suspicion
- Role of the school resource officer
- Role of the administrator
- Role of the teacher
- Role of security

Specific Types of School Searches

- Lockers, desks
- Automobiles
- Pockets, coats
- Book bags, purses, wallets
- Canine searches
- Metal detectors
- Drug testing
- Strip searches

Reasons for Searches

- The need for immediate safety
- In order to enforce criminal laws
- In order to enforce school rules
- Other reasons
Method of Analysis – Questions to Ask Yourself

- Does the Fourth Amendment apply?
- What is the nature of the intrusion?
- What is the standard for the search?
- Was the search limited to the reasons for justification?
- What is the remedy if the search is unlawful?
- Should other points be considered?

Prepare a Plan of Action

- Review the law
- Consider privacy issues
- Train school personnel
- Document problems
- Bring in school board
- Draft written policies
- Repeat your action plans

**T.L.O. vs. New Jersey** 105 S.Ct. 733 (1985)

The Fourth Amendment applies to searches of students by school officials. However, in balancing the student’s expectation of privacy, the school’s interest in promoting the welfare of its children, a warrant or probable cause is not required in all circumstances. The legality of such a search will depend on whether it was reasonable, in light of all the circumstances. The ultimate two-prong test for these searches is determining whether the search was justified at its inception and whether, as conducted, it was reasonably related in scope to the circumstances that justified the interference in the first place.

**Facts of the Case**

T.L.O. was a 14 year old high school student. A teacher discovered T.L.O. and another girl smoking in a bathroom (against the school rules). The teacher took them to the principal’s office. The Assistant Principal met with the girls. T.L.O.’s companion admitted to the smoking violation. T.L.O. said she was not smoking, and in fact, did not smoke at all. The Assistant Principal asked T.L.O. to come into his private office, and demanded to see her purse. Upon opening her purse, he found a pack of cigarettes, which he removed from the purse, and accused T.L.O. of lying to him. While retrieving the cigarettes, he noticed a package of rolling papers, which his experience told him, could be for marijuana use. He searched the purse further, and found: marijuana, a pipe, empty plastic bags, a substantial amount of money in one-dollar bills, a list of students that owed T.L.O.
money, and letters implicating T.L.O. in dealing. The Assistant Principal turned the evidence over to the police, and T.L.O. eventually confessed to dealing drugs.

**T.L.O. vs. New Jersey - Analysis**

**Rationale**

1. The first issue before the court dealt with: Does the Fourth Amendment apply to searches by school officials? The State argued the amendment was designed to limit the actions of police officers. However, the court noted that the Constitution limits the government as a whole, and that schools are subject to the other amendments (such as Free Speech, religion, etc.).

2. The second issue then, is: what is the expectation of privacy? The court said that students have an interest in bringing non-school items to school, and can be said to have some expectation of privacy. Balancing this against the school’s interest in enforcing a safe learning environment, the court ruled that a warrant is not required by school officials in a school setting.

3. The final issue: what is required before the search is valid? The court noted that “the school setting also requires some modification of the level of suspicion of illicit activity needed to justify a search” and that “probable cause is not an irreducible requirement of a valid search.” The Fourth Amendment basically requires that the search be reasonable under the circumstances.

4. Final analysis: “Under ordinary circumstances, a search of a student by a teacher or other school official will be ‘justified at its inception’ when there are reasonable grounds for suspecting that the search will turn up evidence the student has violated or is violating either the law or the rules of the school.” In a footnote to this quote, the Court added that this standard may not even require individualized suspicion, particularly in cases where the privacy rights are minimal.

5. Applying this rationale, the Court found the Assistant Principal was justified in looking in the purse, having “reasonable suspicion” T.L.O. was smoking. Once in the purse, and finding evidence of drug use, the Assistant Principal was justified in looking further. At each turn, the search was limited to the suspected violation. Therefore, the search was "reasonable."
Basis of Civil Liability

What follows is a brief discussion of just three areas of potential school liability. Obviously, each of the concepts listed here could be the basis of a separate presentation. However, school officials and SROs can always benefit from a simple review of these concepts. There are two basis of legal liability: criminal and civil. Criminal liability comes from a violation of a specifically worded statute making certain acts or omissions a crime. Incurring criminal liability subjects the offender to various restrictions of liberty such as incarceration, supervision, or payment of a fine. Civil liability is derived from an act or omission that allows the offender to be considered to have fallen short of the "standard of care" required in that specific circumstance. The "standard of care" can be established from regulatory statutes, policies, or generally accepted legal standards. The following is a brief listing of some areas where school officials and/or SROs may face civil liability.

Sexual Harassment

Liability for sexual harassment comes from Title IX of the Education Amendments of 1972. School districts and their employees may be liable for sexual harassment of a student by employees or other students. Liability flows from two types of sexual harassment. First, there is quid pro quo harassment, where an employee explicitly or implicitly conditions a student's participation in an activity, or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other physical conduct of a sexual nature. The second type is called "hostile environment" sexual harassment. This type consists of sexually harassing conduct by employees or other students that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or creates a hostile or abusive educational environment. Such liability may be the basis for a court to direct the payment of compensatory or punitive damages to the aggrieved student, and may also be the basis for the ordering of remedial action to be taken by a school district.
Sexual Harassment by School Employees

There are two key U.S. Supreme Court cases in this area. In Franklin v. Gwinnett County Public Schools,25 the Court ruled that money damages are available in teacher to student sexual harassment lawsuits brought under Title IX. In Gebser v. Lago Vista Independent School District,26 a close 5 to 4 majority ruled that in Title IX lawsuits involving teacher to student sexual harassment, a school district may be liable to pay damages if school officials knew of the improper activity and displayed deliberate indifference to it.

Sexual Harassment by Other Students

The U.S. Supreme Court has also spoken here, although on a limited basis.27 These types of harassment cases primarily involve "hostile environment" allegations. Generally, a school board may be liable if for an action under Title IX in cases of student-on-student harassment, but only where the funding recipient acts with deliberate indifference and the harassment is so severe that it effectively bars the victim’s access to an educational opportunity or benefit. These elements mean a school is not responsible for the actions of harassing students, but rather for its own discrimination in failing to take appropriate measures once it has been put on notice.

Lessons for schools

► The Office for Civil Rights (OCR) strongly recommends prevention as the best defense against such lawsuits. Schools should develop and publicize a policy that clearly states that sexual harassment will not be tolerated in any manner, and clearly defines what constitutes sexual harassment. In addition, age appropriate awareness training for students should also be considered.

► Title IX requires that all schools adopt and publish grievance procedures for prompt and equitable resolution of sex discrimination and sexual harassment complaints. In addition, a Title IX compliance coordinator must be designated at each school.

► Employees and staff should be sensitized to the realities of sexual harassment. Legally, a school can be put on notice in many different ways. This can come from a student’s statement to a teacher or principal, from a staff member witnessing inappropriate behavior, or other student communication.


Once a school is put on notice, then they are obligated to deal with the matter promptly and fairly.

- Once a report is received, the school is obligated to act promptly. Parents of students should be informed as soon as possible of the grievance process, and their options. Schools should make every effort to make certain, to the best of its ability that no harm comes to the student for making a report. In addition, the school should make every effort to prevent further disclosure of the names of the parties involved, except where necessary to find out what actually happened. Students requesting confidentiality should have that request honored, although the school should still document the incident, and the school must still consider corrective action to prevent harassment to other students.

Schools should take action to educate them as fully as possible. The OCR can be reached at 1-800-421-3481. The OCR has excellent materials available at www.ed.gov/offices/OCR (look for the pamphlet entitled "Sexual Harassment: It’s Not Academic").

**Violation of Civil Rights/Illegal Search and Seizure**

Federal and state laws allow for liability for violation of civil rights stemming from an illegal search or seizure by school officials or SROs. Improper searches can result in liability for payment of compensatory and punitive damages, and payment of attorney fees, which can far exceed the actual judgment. 42 United States Code, Section 1983 prohibits public officials from depriving a citizen of his or her constitutional rights. A search in violation of 4th Amendment concepts could be the basis of a civil rights lawsuit. In order to prevail on a claim under Section 1983, the plaintiff must prove two things: 1- that the defendant was acting "under color of law;" and 2- that the defendant deprived the student (or other person) of his or her rights under the 4th Amendment of the U.S. Constitution.

A teacher, principal or police officer acts "under color of law" when acting pursuant to a state statute that grants authority. In most cases, state compulsory attendance laws, and school regulatory statutes grant such authority. Therefore, when acting in their official capacity as a principal or teacher, a school official will be seen as acting "under color of law."

Section 1983 says that any deprivation of rights will support an action. In most cases, such a deprivation stems from violation of first, fourth, fifth and fourteenth amendments.
Lessons for schools

- Schools should be proactive: the school attorney should review Current policies and rules of student conduct. The school attorney should review whether the policies regarding search and seizure require reasonable suspicion that a student has violated a law or school policy. In addition, the policies should be reviewed to make sure they limit searches to the least restrictive means available.

- Training: Schools should regularly train on search and seizure issues. The SRO is a key resource here, and can train or arrange for training. Case scenarios are important, as many search questions revolve around similar facts. In addition, school officials and SROs should regularly discuss pending investigations.

- Notice: Staff, students, parents and the public should be aware of the policies and procedures used in school searches. If necessary, the student handbook should be updated, and signs posted. These steps directly affect a student’s expectation of privacy in an object or place.

- Documentation: All instances involving school searches and seizures should be documented by the school. The principal should consider keeping a log of all school searches, listing the date, parties involved, reasons supporting the search, and any items recovered.

Education Rights

1. General “right to education.” In San Antonio Independent School District v. Rodriguez,28 the United States Supreme Court rejected the argument that the Constitution affords a right to education. A class action was filed against the Texas property tax system of financing public education. The trial court ruled that education was a “fundamental right,” and applied a strict scrutiny standard to the Texas system, and found that it was unconstitutional. The United States Supreme Court reversed the finding, noting that a right to an education is not specifically listed in our federal Constitution or Bill of Rights, nor is there a basis to rule that it is even implied to be a fundamental right.

2. Special education. The Individuals with Disabilities Education Act (IDEA),29 provides for detailed procedural steps that must be followed. These processes are designed to guarantee that each handicapped student’s education is tailored to his unique needs and abilities.

---


29 20 United States Code, Section 1400 et. seq.
Nature of the Intrusion – Expectation of Privacy Issues

LOCKERS

Interest of Isaiah B., 500 NW2d 637 (Wis. 1993)

Holding: Because of the public school district’s written locker policy, a student did not have a reasonable expectation of privacy in his locker, and a random search of his locker was therefore constitutional.

In re Adam, 697 N.E. 2d 1100, (Ohio App. 11 Dist., 1997)

Holding: A search of a student’s locker and book bag within that locker is reasonable when supported by reasonable suspicion as outlined in TLO. The court went on to state that a schools search policy for lockers as allowed by Ohio statute does not “strip” the student of his or her expectation of privacy in his or her book bag. No statute or school policy can authorize searches of student’s belongings on less than reasonable suspicion.


Holding: Although high school students possessed legitimate expectation of privacy in their assigned lockers at school within the meaning of the Fourth Amendment, that privacy expectation is low and where the lockers were subject to search without warning pursuant to school policy, based upon a reasonable belief that the locker contained materials posing a threat to the health, welfare or safety of the students.

Facts: State appealed a suppression of evidence by trial court (which was upheld in this case). Principal received phone calls and observed information regarding “drug problems” at the school. He arranged for a drug sniff of all 2,000 lockers, with the students being supervised in their classroom. The dog hit on 18 lockers, which were searched, and 1 baggie of marijuana was recovered. The student handbook said that lockers may be searched, but prior to a search, “a student shall be notified and given the opportunity to be present.” The appellate court upheld the suppression of the evidence based on these facts. The Supreme Court reversed the appellate court and found the search reasonable.

Rationale:
1. This is an important case to consider for using drug dogs for locker sniff searches.
2. Key Lessons:
A. The school must be able to document the problem that the search is attempting to combat. The analysis of proper documentation is discussed in the *Vernonia* case. "General" searches can pass constitutional muster if carried out based on neutral, clearly articulated guidelines.

B. Must be aware of state law. Is there an expectation of privacy in a locker? In most states, the answer is "no," but in Pennsylvania, under these facts, the answer was "yes."

C. Must be aware of the facts relating to the student’s expectation of privacy in the thing to be searched. Review your student handbooks and other policies relating to searches of school items.

D. This case was saved by the court going beyond the state law and applying *TLO* and *Vernonia* to find the search constitutional.

**In re Patrick Y., 746 A. 2d 405 (Maryland, 2000)**

**Holding:** Student had no reasonable expectation of privacy in locker for Fourth Amendment purposes, in light of state law and State Board of Education by-law providing that school lockers are to be treated as school property and are subject to search by school officials in the same manner as other school property.

**METAL DETECTORS**

**State v. J.A., 679 So.2d 316 (Fia.App. 3 Dist. 1996)**

**Holding:** Under a clear showing of a documented problem, and in light of detailed policies designed to make the intrusions as minimal as possible, a warrantless metal detector wand search is upheld.

**Facts:** In response to several shootings, a large school district held meetings to look at solutions. The board decided metal detector wand searches would be used. Specific, detailed policies were drafted, allowing for random searches of various classrooms by an independent security company. A handgun was found in a juvenile’s coat. The trial court suppressed this evidence, as there was no individualized suspicion.
Rationale
1. The court recognized that metal detector searches are commonplace, such as at airports, courthouses, and other places.
2. This case involved a clearly defined list of steps taken with regard to a clearly documented problem. The school board was brought into this issue early. Detailed guidelines were written up and followed. Notices were posted.
3. Also key was the way in which the searches were conducted. As in *Vernonia*, great pains were taken to make sure the intrusions were minimal.
4. In balancing the privacy interests and the character of the intrusion against the state’s interests (as in *Vernonia*), the court ruled this search was reasonable. The trial court’s ruling of suppression was overruled.


Holding: As the T.L.O. standard does not require individualized suspicion in all cases, mass metal detector searches, done in a manner to make the intrusion as minimal as possible, is reasonable under the 4th Amendment.

Facts: At a Philadelphia high school, weapons are prohibited. To enforce this policy, police officers were brought in to conduct metal detector searches. Signs were posted. Although there was no written policy, a standardized procedure was set up. A Swiss army knife was recovered from the juvenile. He appeals the trial court’s denial of his suppression motion.

Rationale
1. T.L.O. itself said that “The Fourth Amendment imposes no irreducible requirement of individualized suspicion.”
2. The court balanced the student’s privacy interest against the school’s interest. The court ruled the school’s responsibility of protecting all students’ safety is fundamental.
3. The juvenile argued there were not sufficient safeguards, as there was no written policy. The court ruled this would have been better, but said there was no showing that it was done in an overly intrusive manner.
**People v. Dukes, 580 N.Y.S.2d 850 (N.Y.City Ct. 1992)**

**Holding:** Metal detector searches will be upheld, when after balancing the student's privacy rights against the school's interests, the search is deemed reasonable.

**Facts:** The NYC Board of Education established written policies and guidelines regarding metal detector searches. Signs were posted, and the police were brought in to conduct the searches. The searches were conducted according to carefully crafted policies. The student's bag was scanned and a metal device was detected. She was asked to open her bag, and when she did, a manila envelope was seen inside. Inside the envelope was a switchblade knife, which the student said, was for her protection. She appealed the trial court's denial of her suppression motion.

**Rationale**

1. **T.L.O.** was not mentioned in this case. The court relied upon airport and courthouse metal detector search cases. These cases require a balancing of the student and school interests, and whether the search was reasonable.

2. The detailed, written guidelines helped convince the court that the search was reasonable.

3. The court acknowledged that these types of searches are starting to become a fact of life.


**Holding:** A metal detector search will be upheld as reasonable, if done as a result of a clearly documented problem, under clearly defined guidelines, and in a manner designed to ensure minimal intrusion of privacy interests.

**Facts:** School employee directed S.S. to place his belongings on a table, where they were scanned by a metal detector and then patted down. Employee felt a bulge resembling a knife in the student's jacket. Employee got his supervisor to witness the search, and a box cutter was recovered from the jacket. The search was part of a written policy, and applied to all students that day.

**Rationale:**

1. This case is very important, in light of Cass, and F.B., decided by Pennsylvania earlier. The court noted Cass was an appeal, and distinguished Cass in that in this case, there was a clearly
documented problem with violence in this urban school district. Also, searches for weapons are subject to less scrutiny than searches for drugs alone.

**People v. Parker, 672 NE.2d 813 (Ill. 1996)**

**Holding:** A student seeing a metal detector search and then walking away is not sufficient individualized suspicion supporting a seizure and search of the student by a police officer.

**Facts:** A mandatory metal detector search was being held at Parker's high school. Signs were posted. Parker entered the school, and saw the search lines. He left the school building. Officer stopped Parker, and told him he had to go through the metal detector. Parker lifted his shirt, and said "someone put this gun on me." Officer saw a gun handle and seized the gun. The trial court suppressed this evidence.

**Rationale:**
1. This answers the issue: "what happens if the student sees the search is coming and walks away."
2. The court noted that previous "checkpoint" cases (DUI roadblocks, airports, etc.) Ruled that people did not have to go through the checkpoints, but that they could turn around.
3. The court ruled that individualized suspicion was not required for the metal detector searches, but was for stopping the student outside the building. Just walking away was not sufficient individualized suspicion.

See also: **People v. Pruitt, 662 NE.2d 540 (Ill.App. 1 Dist. 1996)[III. B. 9.]**
DRUG TESTING


**Holding:** A school district's policy authorizing urinalysis drug testing of students who participated in district's athletics programs held not to violate Federal Constitution's Fourth Amendment.

**Facts:** Teachers and administrators in an Oregon public school district observed a sharp increase in student drug use and disciplinary problems. The district was also concerned that student athletes were leaders of the drug culture. At a parent "input night," those parents in attendance unanimously approved a random drug testing policy. The school board then implemented a policy requiring that all student athletes (and their parents) sign a written consent form allowing drug testing. The policy also provided for a drug test at the beginning of each season, and for random testing throughout the season. A seventh grader and his parents refused to sign the form, and he was not allowed to participate. The District Court dismissed the family's suit, and the Federal Court of Appeals reversed the District Court decision.

**Rationale**
1. The court recognized other cases where the standard was less than probable cause.
2. The court also recognized that students, while having constitutional rights, have a lessened expectation of privacy. A student "going out for the team" can expect to be subject to more regulations than other students, and have even a lesser expectation of privacy.
3. Giving a urine sample can be considered a great intrusion. However, the manner in which it is collected plays a role. In this case, the court found good safeguards to privacy, and so the intrusion was not seen as that great.
4. The court also strongly felt that **Holding:** A school district's policy authorizing urinalysis drug testing of students who participated in district's athletics programs held not to violate Federal Constitution's Fourth Amendment.

**Facts:** Teachers and administrators in an Oregon public school district observed a sharp increase in student drug use and disciplinary problems. The district was also concerned that student athletes were leaders of the drug culture. At a parent "input night," those parents in attendance
unanimously approved a random drug testing policy. The school board then implemented a policy requiring that all student athletes (and their parents) sign a written consent form allowing drug testing. The policy also provided for a drug test at the beginning of each season, and for random testing throughout the season. A seventh grader and his parents refused to sign the form, and he was not allowed to participate. The District Court dismissed the family’s suit, and the Federal Court of Appeals reversed the District Court decision.

The court recognized other cases where the standard was less than probable cause.

2. The court also recognized that students, while having constitutional rights, have a lessened expectation of privacy. A student “going out for the team” can expect to be subject to more regulations than other students, and have even a lesser expectation of privacy.

3. Giving a urine sample can be considered a great intrusion. However, the manner in which it is collected plays a role. In this case, the court found good safeguards to privacy, and so the intrusion was not seen.

4. Drug use was a great problem by students in general, and in this school district the student athletes were found to be at the center of the drug culture. The court also found that the combination of drug use and strenuous athletic activity posed a real threat to the safety of the student athlete and this was a key component to the decision. Therefore the holding was limited to athletics and did not extend to all school activities.

5. So balancing the expectation of privacy against the school’s interest, the court ruled that these types of searches are reasonable.

**Hedges v. Musco, 204 F. 3d 109(3rd Cir. 2000)**

**Holding:** A drug test based on suspicion of drug use is not intrusive nor unreasonable under the Fourth Amendment when fairly and confidentially administered.

**Facts:** Tara Hodges, a student at Northern Highlands Regional High School (NHRHS) was observed by a classroom teacher to be uncharacteristically talkative and outgoing. Her face was flushed and her eyes were glassy. Her speech was not slurred and nothing could be detected on her breath. Tara asked to get a drink of water, but did not proceed to the drinking fountain. Based on the unusual behavior, the teacher was concerned that Tara was under the influence of drugs or alcohol. Under school policy when such a suspicion exists, the student “shall be escorted to the nurse for an examination of any dangerous vital signs”. The nurse
stated she felt that Tara was "high", and her blood pressure was elevated, but her pulse and respiration were normal. NHRHS policy allowed a search of the lockers of those students believed to be under the influence of drugs or alcohol. The search revealed an old, worn, plastic bottle containing some small white pills and a large brown pill. Tara stated they were diet pills. The school then attempted to contact Tara's parents. She was unable to recite the family phone numbers. The father then took the child to a doctor for a medical exam. The Dr. did not observe Tara to be under the influence of any drugs but Tara did provide the clinic with a urine sample. The nurse then called the clinic for the results of the drug screen which were negative.

**Rationale:**
1. The court found that the school did have a "particularized and objective basis" for suggesting that Tara be examined and her actions did give rise to reasonable suspicion.
2. The "search" of Tara by the nurse in taking her vitals was reasonable based on the facts.
3. The court found that urinalysis performed at the private clinic was not excessively intrusive.
4. This was a case where the student brought suit against the school, the school nurse, the principal who ordered the drug screen and the individual teachers who interacted with Tara during the search.

**DRUG DOG SNIFF**

**U.S. v. Place, 462 U.S. 697 (United States Supreme Court, 1983)**

**Holding:** A dog sniff of luggage in a public place is of such a low level of intrusiveness that is does not amount to a search within the meaning of the Fourth Amendment. (Based on an airport setting)

**Horton v. Goose Creek School Dist., 690 F.2d 470 (5th Cir, 1982)**

**Holding:** A dog sniffing a student's locker in the public hallways and automobiles parked in the public parking lots did not constitute a search. The rationale is that the student has no privacy interest in the public airspace outside his locker or car. Public airspace that contains an incriminating odor is not protected by the constitution. **Note:** Horton did find that the sniff of a student was a search.
**U.S. v. Ludwig**, 10 F. 3d 1523 (10th Cir, 1993)

**Holding:** A drug dog’s alert or hit on an item or area gives rise to probable cause and without any other information can be the basis for a search. In the school setting a hit on a locker may form the basis to search that locker and adjacent lockers (see Commonwealth v. Cass)

**STRIP SEARCHES**


**Holding:** Strip search of eighth grade students to search for money that was stolen in the amount of $200.00 was declared to be too intrusive based on the student’s age, the student’s sex, and the nature of the infraction.

**Facts:** Two female eighth grade students in South Dakota were strip searched by a female music teacher at the direction of the building principal. The students sued the school district for intentional infliction of emotional distress and battery under state law. The school searched the students to look for $200 in cheerleading candy sales money that had been taken from an unlocked locker in the girl’s locker room. After further investigation the amount stolen was only approximately $57 or $59.

The principal ordered the girls who had access to the locker room into the cafeteria and lectured them. He stated that he didn’t care if it was legal or not, he was going to search them and find the money. The two girls searched were perceived as not cooperating with the request to empty their pockets. After the pocket search failed to turn up the money, the band teacher suggested searching shoes and bras. This type of search was conducted on all the girls although there was no reason to suspect that any of the girls present had taken the money. The two girls who sued were asked to remove all of their clothing including undergarments. When they refused, the female teacher pulled the clothing away from their bodies to search for the money. (The money was in small bills and the students asked why they had to remove all their clothes.) Both girls cried during the search. No money was found on the two girls.
Rationale:
1. Strip searches are generally not reasonable *(Doe v. Renfrow, 631 F 2d 91, 1980)* and have no place in the school house.
2. TLO stands for the proposition that the level of intrusiveness of the search must be consistent with the nature of the crime or infraction being investigated and a highly intrusive search for a minor offense is unreasonable.
3. The court found that the search was not reasonable at its inception and not based on reasonable grounds.
4. This case cited a litany of strip search cases, all of which hold that a strip search needs to be conducted only in cases of very serious threats to safety and usually for weapons. A generally rule is that strip searches will be deemed as unreasonable for money and property that does not pose a serious threat to the safety of the school.
[OTHER ISSUES]

State v. Moore, 603 A.2d 513 (N.J. 1992)

Holding: The search of a public high school student's book bag was constitutional because, by denying ownership of the bag, the student had no reasonable expectation of privacy with respect to the contents of the bag.

PROBABLE CAUSE

Cason v. Cook, 810 F.2d 188 (CA8, Iowa 1987)

Holding: Where a police officer works "in conjunction with," and not at "the behest" of a school official, then the search of student need only be supported by reasonable suspicion.

State v. Dilworth, 661 NE.2d 310 (Ill. 1996)

Holding: A "school liaison officer," who is considered part educator and part officer, who conducts a search on his own initiative and authority, in furtherance of the school's attempt to maintain a proper educational environment, must base the search on the T.L.O. reasonable suspicion standard.

Facts: Juvenile was a 15 year-old student at the local Alternative School. This school served only students with behavioral disorders. The school employs a social worker, a psychologist, a counselor, and a liaison officer. The officer's primary purpose was to prevent criminal activity. He conducted arrests and handled other disciplinary matters. Two teachers asked the officer to search a student for drugs, stating they had overheard him discussing drug activities. The next day, the officer searched the student's locker, and found nothing. The student giggled, as if he had fooled the officer. The officer noticed the juvenile had a flashlight, and the officer grabbed the flashlight and found cocaine in the flashlight. The juvenile was waived to adult status and convicted.

Rationale:
1. The court borrowed heavily from the Cason v. Cook case, cited above.
2. The court also cited another case appearing to allow SROs to conduct searches on the lesser standard, In re S.F., 607 A.2d 793 (Pa., 1992).
3. The opinion is somewhat confusing, as it meshes with T.L.O. and Vernonia. The bottom line is this: If the officer involved is part of the school system, then that officer, acting on his/her own, may be able to use the reasonable suspicion standard. If, however, an officer not a part of the school system participates in any way before or during the search, then the probable cause standard must be followed.

Note: This is a key case for the proposition that an SRO may search on less than probable cause.

**State v. Twayne**, 933 P.2d 251 (N.M. App. 1997)

**Holding:** A search by police officers of their own accord, performed at an after hours dance, must be supported by probable cause or another warrant exception, and not by mere "reasonable suspicion" under T.L.O.

**REASONABLE SUSPICION**

**S.C. v. State**, 583 So.2d 188 (Miss. 1991)

**Holding:** In searches by school officials based on the word of a particular student, school officials should consider the following: "Absent information that a particular student informant may be untrustworthy, school officials may ordinarily accept at face value the information they supply."

**People v. Taylor**, 625 NE2d 785 (1993)

**Holding:** "Reasonable suspicion" needed to support a search of a student will be analyzed identically to the standard enunciated in *Terry v. Ohio*, 88 S.Ct. 1868 (1968).

**In re Murray**, 525 S.E. 2d 496 (N.C. App. 2000)

**Holding:** A student's tip followed by a lie by the suspect gave rise to reasonable suspicion for school official (assistant principal) to search a book bag.
LESS THAN REASONABLE SUSPICION

In the Matter of Gregory M., 627 NE2d 500, 31 ALR5th 829 (NY 1993)

**Holding:** Under these facts, a school security officer may feel the outside of a student’s bag for investigative purposes, on a standard less than even New Jersey v. T.L.O.

**Facts:** Juvenile was a 15 year old student at a Bronx high school. He arrived at the school one day without a proper student ID card. He was directed by a school security officer to report to the office of the Dean to obtain a new card. In accordance with school policy, he was required to leave his cloth book bag with the security officer until he had obtained proper ID. When the juvenile tossed the book bag on a metal shelf, the security officer heard a metallic “thud” which he characterized as “unusual.” He ran his fingers over the outer surface of the bottom of the book bag, and felt the outline of a gun. The security officer summoned the Dean, who also felt a gun. The bag was brought to the Dean’s office, and the bag was searched by the head of security. A small handgun (a .38 Titan Tiger Special) was recovered. The trial court denied the juvenile’s suppression motion, and the Court of Appeals affirmed.


**Holding:** Middle school officials were not required to have reasonable suspicion before detaining and questioning a student about an anonymous rumor that he had a gun at school and that school officials not acting as agent of police when informed of potentially dangerous activity and the school is conducting an independent investigation for the purpose of school safety. This situation is distinguished from when the school acts at the “behest” of the police.

INDIVIDUALIZED SUSPICION

In re Alexander B., 279 Cal.Rptr.2d 342 (1990)

**Holding:** Under these facts, suspicion as to a small group of students, as opposed to individualized suspicion, may support the search of a public high school student by police at the request of a school official.

**Facts:** A student pointed to a group of five or six students on the fringe of a gang confrontation and telling the dean of students, “Don’t pick on us; one of those guys has a gun.” The dean searched all of these students, and a handgun was found on one.

**Holding:** Individualized suspicion is not required for a warrantless search of students' belongings prior to an off-campus field trip, particularly where such searches are required by school district policy.

**Facts:** Before a field trip, a student’s gym bag and cooler were searched for contraband. This was consistent with school district policy. No contraband was found. The student sued for violation of his civil rights.

**APPLICATION OF THE EXCLUSIONARY RULE**


**Holding:** Juveniles have many of the same constitutional rights as adults, and the exclusionary rule applies in juvenile proceedings, as well as adult proceedings.

**CONFESSIONS AND INTERROGATIONS IN SCHOOLS**

The Miranda Rule

Basic Premise: A person taken into custody by a law enforcement officer must be advised of his or her constitutional rights prior to the taking of any statement or confession. In addition, the "exclusionary rule" prevents a statement taken in violation of the Miranda rule from being admitted against the suspect at trial.

The Miranda Rights

1. Right to remain silent.
2. Anything said can and will be used against defendant in court.
3. Right to consult with attorney and have him present during questioning.
4. Right to a court appointed attorney if defendant is indigent.
5. Right to stop answering questions at any time.

The Voluntary Waiver. Two-fold test:

1. Do you understand your constitutional rights?
2. Knowing your constitutional rights, do you voluntarily want to waive those rights and make a statement?
3. Application of Miranda - The Miranda rule requires the reading of the Miranda rights to a suspect when each of these occur:
Basic School Resource Officer Certification Course Manual

a. The suspect is engaged by a law enforcement officer.
b. The suspect is in custody.
c. The suspect is being interrogated.

The Law Enforcement Officer

The constitution limits the actions of governmental actors. Traditionally, the Miranda rule applies to "law enforcement" government actors. The rule was originally put in place to prevent uniformed and armed law enforcement officers from coercing statements from suspects in their custody.

"Agent" of the police: In certain situations, a principal, school official, or even a parent can be deemed to be an "agent" of the police, requiring compliance with the Miranda rule. Generally, this is the case if it can be shown there was: pre-planning or cooperation between law enforcement and the proposed agent; and some intent to circumvent the Miranda requirement.

The Custody Requirement

For the Miranda rule to apply, the person must be in "custody."

The Meaning of "Custody." A person who has not been arrested is not in police custody unless there are significant restraints on his freedom of movement, which are imposed by some law enforcement officer:
1. Physical restraints,
2. Use of weapons by police officers,
3. Statements and demeanor of officers.

Factors Used in Determining if a Person is in "Custody"

There are no particular or specific factors which must be considered, but those considered in the past are those such as: the nature of interrogation, length of interrogation, officer(s) demeanor, and others.

Test is: How a reasonable person in the suspect's position would have understood his/her situation. This is considered to be an "objective standard." However, some courts will consider some subjective factors, such as the juvenile's age, maturity, or the presence of parents or guardians.

Special Situations which are generally Non-Custodial
1. Statements to undercover agents are ordinarily non-custodial.
2. Statements made after routine traffic stops are generally non-custodial.
3. Statements made during the course of a "stop and frisk" have been held to be non-custodial.

**The Interrogation Requirement**

The Miranda rule applies when a person is being questioned and is in custody. "Questioning" means any questions/comments designed to elicit an incriminating response ("Tell me what happened;" "What's the problem?").

Voluntary statements made by a suspect do not constitute interrogation.

1. Voluntary statements made by a suspect are statements that are not made in reply to a question by a law enforcement officer.
2. Voluntary statements, which are made before, during or after custodial interrogation, are admissible as evidence without the necessity of the law enforcement officer informing the suspect of his Miranda rights.
3. General preliminary questions designed to clarify a situation are frequently held to be non-interrogative and, therefore, beyond the scope of the Miranda rule.
4. The general questioning of citizens in the course of the fact finding process of an investigation does not constitute custodial interrogation provided the questioning is done in a routine manner and the person questioned is not in custody or significantly deprived of his freedom.

Routine, spontaneous and emergency questions are not interrogation. As a general rule, routine, spontaneous or emergency questions do not require a Miranda warning.

**Practical Application**

**Waiver**

1. Forms of Waivers: 1-oral; 2-written; 3-taped; and 4-video-taped.
2. **Jackson v. Denno** Hearing - A hearing out of the presence of the jury trial to determine "voluntariness" of the waiver.
3. The Law Enforcement Officer's Responsibility:
   a. Compliance with the Miranda Rule
   b. Proof of a Knowing and Voluntary Waiver
4. **U.S. Supreme Court Case: Fare v. Michael C., 442 U.S. 707 (1979).**
   **Ruling:** In deciding whether a juvenile has freely and voluntarily waived his Miranda rights, the court should look to the totality of the circumstances. Asking for a probation officer will not be considered an invocation of Fifth Amendment rights.

Invocation: There are two rights the suspect can invoke: the right to remain silent, or the right to have an attorney present. The suspect must clearly express a desire to invoke one or both of these rights.

121

Revised July 2006
1. How explicit must it be? *U.S. v. Davis* (1994). Where the suspect is indecisive the officer may inquire.

2. Invocation of Silence:
   a. Suspect says he wishes not to speak.
   b. Officer may later speak with suspect if:
      i. suspect initiates conversation, or
      ii. a reasonable amount of time has gone by.

   a. suspect initiates; or
   b. suspect’s attorney is present

**Voluntary Statements**

Regardless of whether the Miranda warnings should/should not be given, the statement must be voluntary.

To be voluntary:
1. Suspect must be capable of understanding what he said and did.
2. Threat or compulsion or promises did not induce statement.

Promises:
1. Collateral benefit (i.e., we will take care of your family);
2. Direct Benefit (you won’t be prosecuted).

**Police Deception/Trickery**

Police deception is not sufficient to make an otherwise valid confession inadmissible unless such as to produce a false or untrustworthy confession. Generally, a small amount of police deception will not make the statement involuntary. This usually concerns things like telling a suspect his fingerprints were left at the scene, or that an accomplice implicated the suspect. The court begins to consider a statement involuntary when the police go to great lengths to deceive the suspect, such as preparing false lab reports.

**Totality of Circumstances**

Courts in determining whether a statement was voluntary or not, look at the “totality of circumstances” surrounding the statement given. There are numerous factors the courts will consider, such as the length of time in custody, the demeanor and tactics of the officer, and others.
1. **U.S. Supreme Court Case: Haley v. Ohio, 332 U.S. 596, (1948).** Due Process (14th amendment) requires the exclusion of a confession by a 15 year old juvenile, after five hours of interrogation, starting at midnight, by relay teams of officers, and made without warning of rights and without benefit of advice of family, friends and counsel.

2. **U.S. Supreme Court Case: Gallegos v. Colorado, 370 U.S. 49 (1962).** In analyzing the issue of whether a confession was "voluntary," the court will look to the totality of the circumstances, including the age of the juvenile, parental presence, length of detention, and other factors.

Mental incapacity can affect "Voluntariness" (M'Naughten test). This means: "at the time of the giving of the statement, was the suspect able to distinguish between right and wrong?"

**Local State and Law Procedures**

Most states have specific juvenile statutes or case law rules regarding interrogations. Obviously, these need to be followed. Here are some examples [Note- differing state statutes and case law are hard to categorize; some states may fit into more than one]:

Totality of the circumstances: Age and the presence of parents are but factors to consider in deciding whether a juvenile in custody has freely, knowingly and voluntarily waived his Miranda rights. Some of these states add an extra Miranda right requiring the officer to inform the juvenile of the right to have a parent present if he or she wishes. This can be seen in Florida, Pennsylvania, Illinois, Minnesota, Nebraska, Virginia, Alabama, Washington, New Jersey, Maryland, Oregon, Alaska, Arizona, Georgia, Wisconsin and Federal circuits.

"Bright line" rule: Some states require in all instances of custodial police interrogations that a parent/guardian, court officer or attorney be present, or are consulted prior to a waiver of rights. Then, a totality of the circumstances analysis is used.

Age cut-off: Some states require that the age of the juvenile suspect determines whether a parent/guardian or attorney be notified, be present, or be consulted prior to in custody interrogations. In some states this age is 14, in others, the age is 16.
Other Factual Scenarios

Must a juvenile be advised of the possibility of waiver or transfer? The courts have taken four positions:

1. Any statement made while in police custody is inadmissible in a criminal prosecution following a transfer hearing. [Most federal courts]
2. Such a statement is inadmissible unless the juvenile and parents were advised of the possibility of waiver. [Arizona]
3. Such a statement is admissible so long as it was made in an "adversarial" atmosphere. [Oregon, Illinois]
4. Any statement complying with juvenile Miranda rules is admissible in any subsequent criminal proceeding. [Tennessee, Kansas]

Other questions/factual scenarios

1. In a "totality of the circumstances" analysis, what is the most important factor?
2. Can a parent waive rights on behalf of a juvenile?
3. When is a student in "custody" while being questioned in school?
4. What if a juvenile offender turns 18 (or adult age) prior to the interrogation?
5. What if a juvenile lies about his age?
6. How about statements to probation officers, treatment facility, or foster parents?

TERRORISTIC THREATS

Definition (Felony)

- To threaten, directly or indirectly, to commit any crime of violence with the purpose to terrorize another or to cause evacuation of a building, place of assembly,...or in a reckless disregard of the risk of causing such terror or inconvenience.
- To communicate to another with purpose to terrorize another or in reckless disregard of the risk of causing such terror, that explosive or an explosive device or any incendiary device is present at a named place or location, whether or not the same is in fact present.

Definition (Misdemeanor)

- To display, exhibit, brandish, or otherwise employ a replica firearm or a BB gun in a threatening manner, and the person either:
  - causes or attempts to cause terror in another person; or
  - acts in reckless disregard of the risk of causing terror in another person
Case Law involving Terroristic Threats


- During a disagreement with a teacher D.L.O., a 13-year-old says he has changed his name to Dylan Klebold. The teacher didn’t recognize the name and D.L.O. explains that Klebold was one of the Columbine shooters. A short time later, the teacher overhears D.L.O. say, “I am going on a shooting spree”. When the teacher looks at him, D.L.O. says, “You didn’t hear that, did you?
- The incident is reported to the principal
- A few days later, a school secretary checked D.L.O.’s locker for homework assignments and found the names of serial killers, satanic phrases, poetry about burning people, and a drawing of someone shooting children at school. When asked about the drawing, D.L.O. said he was the shooter in the drawing.
- D.L.O. was found guilty of terrorist threats.

Results: The Court of Appeals upheld the delinquency adjudication, finding the statement about “going on a shooting spree”, in the context it was made (comments regarding Klebold and his connection to Columbine) would have a reasonable tendency to create fear that D.L.O. would commit a crime of violence. Even though the person to whom the statements were made was not afraid but reported the incident based on school policy, the court found that the statements were made in reckless disregard of causing such fear and could terrorize the entire school population.

Lavine v. Blaine School District, 257 F.2d 981 (9th Dist. 2000) – California Civil Case

- Student was expelled from school after he wrote a poem called “Last Words”
- In addition to the poem, the school was aware that Lavine had:
  o reported suicidal ideas in the past,
  o had been involved in a fight with his father who was charged with assault,
  o had broken up with his girlfriend within the previous 2 weeks who then accused him of stalking her,
  o had been out of school for 3 days before turning in the poem.
Lavine challenged expulsion on the grounds that he was denied 1st Amendment rights
Result: U.S. 9th Circuit upheld the expulsion, finding it was not an infringement upon Lavine’s right to free speech: “Schools must be safe, but they are institutions after all, and speech – including creative writing and poetry – is an essential part of the educational fabric. Although this is a close case in retrospect, we conclude that when the school officials expelled James Lavine they acted with sufficient justification and within constitutional limits, not to punish James for the content of his poem, but to avert perceived potential harm.” The court took pains to discuss their decision within the context of recent school shootings.
CHILD ABUSE AND CHILD NEGLECT INVESTIGATIONS

Child Abuse is a horrible crime that we as SROs have to deal with. Recognizing and being familiar with the various types of abuse and their indicators will better prepare us to perform our jobs in a professional and more experienced manner. We as SROs can effectively deal with those problems of abuse in a school setting.

Child abuse is not usually a single physical attack or a single act of deprivation or molestation. It is usually a pattern of behaviors, taking place over a period of time, and its effects are cumulative. The longer child abuse continues, the more serious it can become and the more serious the injury to the child. Some children cannot or will not cry out for help when they need it, even when their lives are in danger.

It is essential for school resource officers to know what to look for in a child's behavior and appearances, as well as the parents' or caretaker's behavior, in order to identify child abuse.

Organized Efforts to Combat Child Abuse

The Reform Movement

- 1845 -- Originated in New Orleans, Louisiana. Early organized efforts to combat child abuse.
- 1866 -- North Carolina moved to remove children from almshouses. 14 years later, 7,770 children between 2 and 6 remained in almshouses.
- 1874 -- The first case to begin a new era for the rights of children occurred in 1874 in New York City.
  - 10-year-old girl named Mary Ellen Wilson was neglected and abused by her adoptive mother.
  - Concerned church worker tried in vain to seek help from local authorities to take legal action against the mother.
  - Henry Bergh, president of the American Society for the Prevention of Cruelty to Animals asked the society's counsel, Elbridge T. Gerry, to petition the court for Mary Ellen's relief. The court issued a special warrant to bring the child before the court.
  - As a result of the court hearing the case, the mother was tried and convicted of assault and battery and sentenced to one year hard labor in the penitentiary.
  - Because of all the media attention to the case, Gerry then organized the New York Society for the Prevention of Cruelty to Children that same year.
20th Century
- Around the turn of the century, juvenile courts were beginning to be established across the country, separating adults and juveniles.
- 1908 -- The Los Angeles Police Department created a separate juvenile bureau.
- 1964 -- Twenty states had child physical abuse reporting laws.
- 1974 -- One hundred years after the case of Mary Ellen, the Child Abuse Prevention and Treatment Act was signed into law creating the National Center on Child Abuse and Neglect.
- 1977 every state had child abuse reporting laws in some form.

Effects of Child Abuse
- An abused child may grow up and abuse his/her own children
- Failure to thrive which can result in stunted growth, physical impairments or death
- Inability of a child to trust
- Physical scars and deformation
- Negative, aggressive, or hyperactive behavior
- Learning dysfunction
- Death

SRO’s Role in Child Abuse
- Role of the law enforcement officer varies with each department’s policy. A law enforcement agency’s departmental policy toward child abuse and neglect is important in the procedural training of all officers.
- Child abuse and neglect is a crime under state criminal statutes and therefore it is the role of law enforcement to rigorously investigate and intervene.
- Anyone in Texas must report a child abuse if they have cause to believe the child has been physically abused.

Law Enforcement Officer’s Role
- Intervene in any case of alleged family violence.
- Protect the victims without regard to the relationship between the alleged offender and victim. This mandate includes the completion of a written report and the necessary action under protective order statutes.
- Investigate any conduct by act or omission that results in physical or emotional injury to the child, including homicide.
- Report abuse and neglect cases to the Department of Protective and Regulatory Services. (Mandated Statutorily)
- Enforce court orders.
- Many departments have specially trained officers and units assigned to investigate and follow-up on all child abuse and neglect cases. Trained
officers in this area are important because the victim's age often affects how the investigator may proceed.

- Other professionals who have important roles in child abuse and neglect cases are the social worker, the physician, the nurse, the educator, the prosecutorial staff and victim's assistance advocates.

Examples of Child Abuse:

- Mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning.
- Causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning.
- Physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent or guardian.
- Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child.
- Sexual conduct harmful to a child's mental, emotional, or physical welfare.
- Failure to make a reasonable effort to prevent sexual conduct harmful to a child.
- Compelling or encouraging the child to engage in sexual conduct.
- Causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene or pornographic.

Factors involving Children Targeted for Abuse:

- The leaving of a child in a situation where the child would be exposed to a substantial risk of physical or mental harm, without arranging for necessary care for the child, and the demonstration of an intent not to return by a parent or guardian.
- The following acts or omissions by a person:
- Placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that result in bodily injury or a substantial risk of immediate harm to the child.
- Failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable
and material impairment to the growth, development, or functioning of the child.

- The failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused.
- Placing a child in or failing to remove the child from a situation in which the child could be exposed to a substantial risk of sexual conduct harmful to the child.
- The failure by the person responsible for a child’s care, custody, or welfare to permit the child to return to the child’s home without arranging for the necessary care for the child after the child has been absent from the home for any reason, including having been in residential placement or having run away.

**Examples of Emotional Abuse and Neglect:**

- Emotional abuse and neglect are difficult to define and prosecute.
- Those parents who fail to provide a loving environment in which a child can thrive, learn, and develop normally commit these forms of abuse.
- Specific behavior or lack of behaviors on the part of a parent can emotionally affect a child and the way that child grows or interacts with others.
- Two examples of emotional neglect would be a baby who is never picked up out of the crib or parents who are totally undemonstrative in loving or giving affection toward their children.
- Other examples of emotional neglect include deprivation and distancing, depreciation, and domination of a child.
- The effects of emotional abuse or neglect are not always evident until later in the child’s life.

**Indicators of Physical Abuse:**

- Unexplained Bruises and Welts
  - Bruises result from bleeding under the skin caused from trauma.

**Age Dating Bruises**

<table>
<thead>
<tr>
<th>Initial injury</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within approx. 6-12 hrs</td>
<td>Red</td>
</tr>
<tr>
<td>Within approx. 12-24 hrs</td>
<td>Blue</td>
</tr>
<tr>
<td>Within 4-6 days</td>
<td>Black, Purple</td>
</tr>
<tr>
<td>Within 5-10 days</td>
<td>Green tint, dark</td>
</tr>
<tr>
<td></td>
<td>Pale green – yellow, possible brown tint</td>
</tr>
</tbody>
</table>

- Primary target zone:
  - Extends from the back of the neck to the back of the knees.
  - Includes back of the arms and hands.
- Injuries located on head and face.
• Injuries in several different surface areas: an indication that the child has been struck from several different directions.
• Injuries in various stages of healing.
• Injuries reflecting shape of the object used to inflict the injury, such as hand, hose coupling, belt buckle.
  o Wrap-around or loop injuries from flexible objects such as a belt, strap or electrical cord.
  o Tethering wounds to the neck, ankles and wrists as a result of being tied up.
• Injuries that regularly appear after an absence, like a weekend or vacation.

Behavioral Indicators of Physical Abuse
• May be wary of adult
• May be apprehensive when other children cry
• May suffer behavioral extremes (withdrawal, aggressiveness, and regression)
• May be frightened of parents or care providers
• May refuse to speak in front of parents
• May be afraid to go home
• May wear long sleeved shirts, knee socks, or other covering clothes that are unseasonable to hide injuries
• May report injury by parent or care provider

Physical Indicators of Neglect:
• Nutritional neglect
• Child appears tired and listless
• Poor hygiene
• Wears dirty or inappropriate clothing
• Unattended physical problems/medical or dental neglect
• Leaving a child unattended or inadequately supervised for long periods of time
• Educational neglect

Physical Indicators of Emotional Abuse:
• Habit disorders (sucking, biting, and rocking)
• Conduct disorders (causes trouble or interferes with others)
• Have abnormal fears
• Suffers behavioral extremes
• Suffers overly adaptive behavior (inappropriately adult or infant)
• Have developmental lags
• May attempt suicide
• Bed-Wetting
CHILD ABUSE AND CHILD NEGLECT INVESTIGATIONS

Physical Indicators of Child Sexual Abuse:
- Difficulty in walking or sitting up
- Torn, stained, or bloody underclothing
- Pain or itching in genital area
- Bruises or bleeding in external genitalia, vaginal, or anal areas
- Venereal disease, especially in pre-teens
- Nervous disorders

Behavioral Indicators of Child Sexual Abuse:
- Exhibits withdrawal, fantasy, or infantile behavior
- Has bizarre, sophisticated, or unusual sexual behavior, or knowledge
- Is unwilling to change clothes for gym, or participate in education class
- Have poor peer relations
- Is delinquent, or runs away from home often
- Reports sexual assault by caregiver
- Have feelings of guilt or shame
- Depression
- Demonstrates self-abusive behavior, such as alcohol or drug abuse
- Sleeping Disorders

Ages at Which a Child Can Communicate That Abuse Occurred:
- Preschool: The preschooler will usually be able to:
  - Show what happened, using dolls or play materials
  - Say who did it
  - Tell if it hurt
  - Say what the person said to them
- The Elementary School Age Child (6-11): The elementary school age child will usually be able to:
  - Give a detailed account of what happened.
  - May or may not use dolls or play materials to assist.
  - Say who did it.
  - Tell in general terms when incident happened (e.g.: when I was in the 3rd grade, during daytime, near Christmas).
  - Tell where incident happened.
  - Tell duration of abuse (e.g.: since I was four years old).
  - Tell first and last times incident happened.
  - Understand some implications of revealing "the secret."
- The Adolescent: The adolescent will be able to:
  - Tell exactly what happened.
  - Say when, how, where, duration, etc.
- Understand all implications of revealing "the secret".
- May or may not be a "good" witness.

**Specific Intervention Skills for the School Resource Officer**
- Use a calm steady voice
- Avoid an interrogation
- Give reassurance
- Avoid questions that imply the victim might have brought it on himself/herself
- Explain the possible outcomes
- Recognize your own limitations as an interviewer

**Respond to the Child**
- I believe you
- I am glad you told me
- It is not your fault this happened
- This has happened to other kids
- Sometimes adults get mixed up and need help
- We will need to get help from others
- I will support you
- Let me explain what I think will happen next
SCHOOL SAFETY

You can't begin to control events until you fully understand the nature and extent of the problem.

You can't begin to understand the nature and extent of the problem until you have collected information, performed an analysis of the information, and then selected an appropriate response to control future events.

Student Polls on Violence
- Nearly a third of students have heard a classmate at their school threaten to kill someone. Again, most — 78 percent — never reported it, in most cases because they didn't take it seriously. Five percent (one in 20) say someone has threatened to kill them.
- One in five students report classmates at their school whom they consider to be neo-Nazis or skinheads. Parents are less likely to know about it.
(Data from an ABCNEWS/Washington Post poll.)

School Safety Issues for the SRO
- Bullying
- Arson
- False Fire Alarms
- Assaults
- Bomb Threats
- Burglary
- Alcohol/Drugs
- Theft
- Trespassing
- Vandalism
- Weapons

6 Principals of Threat Assessment
- Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
- Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- Effective threat assessment is based upon facts, rather than on characteristics or "traits."
- An "integrated systems approach" should guide threat assessment inquiries and investigations.
- The central question in a threat assessment inquiry or investigation is whether a student poses a threat, not whether the student has made a threat.
- In addition, three elements guide the development and operation of an effective school threat assessment program. These elements are:
  - Authority to conduct an assessment;
  - Capacity to conduct inquiries and investigations;
  - Systems relationships
U.S. Secret Service 11 Step Threat Assessment

1. What are the student’s motive(s) and goals?
   - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
   - Does the situation or circumstance that led to these statements or actions still exist?
   - Does the student have a major grievance or grudge? Against whom?
   - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

2. Have there been any communications suggesting ideas or intent to attack?
   - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web site concerning his or her ideas and/or intentions?
   - Have friends been alerted or “warned away”?

3. Has the subject shown inappropriate interest in any of the following?
   - School attacks or attackers; weapons (including recent acquisition of any relevant weapon) incidents of mass violence (terrorism, workplace violence, mass murderers). Student Polls on Violence

4. Has the student engaged in attack-related behaviors? These behaviors might include:
   - developing an attack idea or plan;
   - making efforts to acquire or practice with weapons;
   - checking out possible sites and areas for attack;
   - rehearsing attacks or ambushes

5. Does the student have the capacity to carry out an act of targeted violence?
   - How organized is the student’s thinking and behavior?
   - Does the student have the means, e.g., access to a weapon, to carry out an attack?

6. Is the student experiencing hopelessness, desperation and/or despair?
   - Is there information to suggest that the student is experiencing desperation and/or despair?
   - Has the student experienced a recent failure, loss and/or loss of status?
   - Is the student known to be having difficulty coping with a stressful event?
   - Is the student now, or has the student ever been, suicidal or “accident-prone”? Has the student engaged in behavior that suggests that he or she has considered ending their life?
7. Does the student have a trusting relationship with at least one responsible adult?
   - Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
   - Is the student emotionally connected to or disconnected from other students?
   - Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?

8. Does the student see violence as an acceptable-or desirable—or the only-way to solve problems?
   - Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
   - Has the student been "dared" by others to engage in an act of violence?

9. Is the student’s conversation and "story" consistent with his or her actions?
   - Does information from collateral interviews and from the student’s own behavior confirm or dispute what the student says is going on?

10. Are other people concerned about the student’s potential for violence?
    - Are those who know the student concerned that he or she might take action based on violent ideas or plans?
    - Are those who know the student concerned about a specific target?
    - Have those who know the student witnessed recent changes or escalations in mood and behavior?

11. What circumstances might affect the likelihood of an attack?
    - What factors in the student’s life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
    - What is the response of others persons who know about the student’s ideas or plans to mount an attack? (Do those who know about the student’s ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc?)
BULLYING

What is bullying?
Bullying can be defined as repeated and systematic harassment and attacks on others. Individuals or groups can perpetrate bullying. Bullying takes many forms, and can include many different behaviors, such as:
- Physical violence and attacks
- Verbal taunts, name-calling and put-downs
- Threats and intimidation
- Extortion or stealing of money and possessions
- Exclusion from the peer group

How prevalent is bullying?
- About nine percent are victims
- About seven percent bully others repeatedly
- More students in younger grades are victimized
- Boys are more likely to be bullies than girls

What can schools do about bullying?
- Involvement on the part of adults
- A school day conference devoted to bully/victim problems
- Better adult supervision during lunch, recess, student movement times
- Consistent and immediate consequences for aggressive behavior
- Specific class rules against bullying
- A PTO meeting on the topic of bullying
- Serious discussions with bullies and victims

Dealing with bullying incidents
- Intervene immediately: stop the behavior as soon as you become aware
- Talk to the bully, and talk to the victim separately
- Peer mediation is usually not very effective in bullying situations
- Consult with administrators, teachers and other staff members
- Give reassurance to the victim that you will take steps to prevent future occurrences
- Inform parents of the bully and victim as soon as possible
- Involve parents in creating a plan of action
- Help victims to develop their social skills and confidence
- Follow communication with parents and others until the situation is resolved
- Monitor the behavior of the bully and the victim

Dynamics of bully / victim situations
- A power differential exists between the bully and the victim
- Bullies tend to be confident, aggressive, and lack empathy for the victim
- Bullies come from homes where there is poor supervision
• Victims tend to be quiet, passive children with few friends
• Victims do not respond effectively to aggressive actions
• Bullying is often done so that adults are not aware of it
• Victims are ashamed, and often don’t tell an adult

Reference
Olweus, D. (1993a)
*Bullying at School: What We Know and What We Can Do.*

ARSON
Prevention
• Inspections by Fire Department
• Storage and use of flammables require secure storage areas
• Fire prevention workshops w/ faculty
• Reduce combustible materials in bathrooms eliminate paper towels and replace with air dryers
• Fire detectors
• Report every incident of fire or arson

Response
• Verify, and notify the Fire Department
• Decision to evacuate or not
• Account for all students and staff
• Re-occupy only after Fire Department determines it is safe
• Preserve the crime scene, secure any evidence

False Fire Alarms
• Report all alarms to the Fire Dept
• Know the locations of alarm stations
• Record specifics to determine patterns
• Increase adult supervision
• Consider special design, covers, dyes
• Consider student involvement

ASSAULTS
Prevention
• Increase adult supervision
• Maintain channels of communication
• Access to Administration and SRO
• Share information with faculty and other officers
• Establish rumor control if reports of an impending fight persist
Response

Stop the altercation

- Respond to the fight quickly, but safely
- Use your voice to alert your presence
- On the way, obtain help from other faculty
- Notify the main office
- Call out the participants by name if possible
- Give immediate directions to the participants
- Don’t try to be a hero
- Don’t immediately jump into the fight
- Analyze the fight
  - Is the fight staged?
  - Are weapons involved?
  - Is the fight winding down?
  - Determine if there is an aggressor
- Separate the combatants and disperse onlookers
- Obtain medical assistance as needed
- Designate faculty to obtain names of witnesses
- Preserve the crime scene or evidence

Investigations

- Obtain written statements
- Allow a "cooling off period"
- Determine where the participants should have been at the time the fight occurred
- Determine the cause
- Consider peer mediation or conflict resolution
- Determine if an official report should be done
- Be aware of media attention

BOMB INCIDENTS

Prevention

- Eliminate incoming calls to pay phones
- Install Caller ID to main lines
- Target Hardening
  - Secure buildings to make unlawful entry more difficult
- Have written procedures for the staff
- Familiarize yourself with publications
  - Anarchist Cookbook, School Stoppers Handbook
- Treat the threat as terrorism, not a prank
Response

- Evaluate the threat
  - Student unrest? Tests scheduled today?
  - Past hoaxes? Senior skip day?
  - School rivalry taking place today?
  - Employee problem (strike, firings)?

- Evidence
  - missing chemicals
  - signs of illegal entry or trespassers

If a device is found:

- Isolate the area
- Evacuate the school in stages
  - Don’t use the fire alarm!!!
  - Evacuate those nearest the device first
- Don’t let anyone handle the device
- Allow re-entry only after the Bomb Squad determines it is safe

Explosions:

- Call for Back up!
  - Notify Fire Department and EMS
  - Notify Bomb Squad
- Secure the integrity of the scene
- Evacuate immediately to a predetermined safe location
- Determine casualties
- Establish an information center or command post
  - Police, Fire, Media, Red Cross
- Arrange student transportation if necessary

BURGLARY & THEFT

Prevention

Target Hardening Objectives

- To prevent the crime from occurring
- Make the criminal’s task difficult and make the objective less desirable
- To slow the criminal down, increase apprehension
- To give warning of illegal entry
- To remove objects of value from sight
- Develop security awareness by the staff
- Examine adult supervision during critical time periods

To the School

- Exterior doors and locks in working order
- Alarm systems
- Repair broken windows quickly
• Limit distribution of keys, keep records
• Place computers on second floor
• Keep storage rooms locked

Contents
• Frequent inventories, signed and dated
• Records of equipment sign-outs
• Engravings, serial recordings, school markings
• Require small valuable equipment be locked up
  • Calculators, scales, tape recorders
• Require all losses be reported immediately
• Faculty training on loss prevention and reporting losses

Response
• Protect the crime scene
• Make official reports
• Conduct inventories to determine users
• Obtain serial numbers, model, etc.
• Photographs
• Review past incidents
• Consider rewards
• Consider internal theft

DRUGS & ALCOHOL
Prevention
• Strong School Policies uniformly enforced
• Always referred to SRO
• Make your anti-drug stance public
• Keeping drugs out of school should be a priority. You cannot affect what happens outside of school

Response
• Secure all evidence
• Utilize field testing for unknown substances
• Secure place in your office for seized items
• File appropriate reports, charges
• Written statements

Investigations
• Surveillance cameras
• Police canines
• Restrict access to bathrooms
• Sign-in, sign-out sheets in classrooms
• Student/Faculty parking lot stickers
• Anonymous information center, hotlines
• Make your school a “high risk” area for drug use
TRESPASSING
Prevention
- First, control the students: hall passes, keeping halls clear
- Visitor passes, parking stickers
- Student ID cards, Faculty ID badges
- School dress codes
- Hold the teachers accountable for students without passes
- Students without passes taken to detention for the remainder of the period

Response
- Train faculty to approach and question; offer to assist, or give directions
- Internal communications and warning systems
- Train faculty on providing descriptions
- Utilize prepared trespass forms

VANDALISM
Three Types
- Hostility directed acts: motive is revenge, change, or gain
- Acts of thoughtlessness: need to play around, destroy for "fun"
- Acts of carelessness: intent not really to destroy, damage accidentally

Costs
- Impact to the school: damaged records, equipment, bathrooms; affects the ability of the school to function
- Impact to individual students: damaged projects, uniforms, etc. causing an emotional impact to a student
- Impact to a group of students: jocks, preppies, cowboys, ethnic

Impact
- Fear inducing
  - directed at individual or group
  - emotional impact
  - threatening, intimidating

- Non-fear inducing
  - acts against the school
  - no real direction or purpose

Prevention
- Target hardening
- Burglar alarms, patrol, lighting
- Increase community "ownership"
- Vandalism account
- extra money returned to student body.
- Community watch
- Lights on program
  - can be seen for blocks

**Vandalism: Response**
- Photograph and document
- Immediate cleanup and repair
- Actively prosecute offenders
- Don’t hide incidents, make it known there has been a problem

**Weapons: Prevention**
- Strict, all inclusive policies
  - seek expulsion
- Communication with custodians, bus drivers, cafeteria help
- Attention to metal, woods, auto shop
- Strict dress code
- Follow up on every rumor

**Weapons: Response**
- Again, follow up on every rumor
  - send a message of seriousness
- Make sure all weapons are turned over to the SRO
- Locker checks
- Terry stops
- Adult visibility and supervision
- Check possible hiding places such as bathrooms, locker rooms
- Have a secure holding area for evidence
CRIME PREVENTION

Crime Prevention Triangle
"The anticipation, recognition and appraisal of a crime risk and the initiation of some action to remove or reduce it."

The **Crime Prevention Triangle** consists of:
- Ability
- Desire
- Opportunity

Primary Levels of Crime Prevention
- Target hardening
- Victim action through education
- Crime Prevention Through Environmental Design (CPTED)

**Crime Prevention through Environmental Design (CPTED)**

CPTED is about:
- Perceptions
- Psychology
- Behavior

Who is involved in CPTED?
- Normal Users
- Abnormal Users
- Observers

Three primary CPTED strategies
- Surveillance
- Access Control
- Territoriality
Some examples of these strategies would be:

- Provide clear border definition
- Provide clear transition zones from public to semi-private and private space
- Relocate gathering areas to locations of natural surveillance and access control
- Place safe activities in unsafe locations
- Place unsafe activities in safe locations
- Re-designate the use of space
- Improve scheduling of space to allow for effective use
- Redesign or revamp space to increase the perception or reality of natural surveillance
- Overcome distance and isolation through improved communications.

Surveillance

- Observation Points
- Witness Potential
- Sightlines
- Eliminate Isolation and concealment
- Reduces opportunity for a crime to occur
- Increases the risk of being seen or identified

Measures that can be taken:

- Lighting
- Mirrors
- Cameras
- Unobstructed view
- Regular police or security patrols

Access Control

- Promote primary entry points with good surveillance
- De-emphasize secondary points of entry that are more concealed
- Convenience issue
- Schools biggest problem
- Increases perception of risk to potential offender
- Reduces mobility of offender

Measures that can be taken:

- Crime prevention training
- Guards
- Established security procedures
- Locks and alarms
- Lighting and landscaping
Territoriality
- Foster a sense of Ownership
- Define space clearly
- Indicate movement onto private space
- Promote challenge behavior
- Maintenance
- Creates an area of influence
- Increases perception of citizen accessibility and ownership
- Discourages potential offenders with the presence of others

Measures include:
  - Site location
  - Areas of activity
  - Vehicular traffic

Applications to Campus

Types of Crimes in Schools
- Parking Lots: Theft, burglary, alcohol/drug violations, battery, assault, vandalism
- Lockers: Theft, burglary
- Classroom: Theft, assault, battery
- Restroom: Theft, extortion, assault, battery, drugs
- School Grounds: Assault, battery, theft, vandalism, burglary, child abuse, sexual assault, drug activity

Reduce the opportunity by:
- Education (classes, announcements, posters, newspaper, clubs)
- Educate staff to observe and report
- Make recommendations to the administration
- Record incidents by times, dates, locations
CRITICAL INCIDENT MANAGEMENT

What is a School Crisis?
- CRISIS: A sudden, unpredictable event that adversely affects a school population. Often a traumatic occurrence that involves serious injury or death with lasting emotional and psychological effects.

Examples of School Crisis
- School Bus Accidents
- Loss of electrical power
- Campus Fire/Building damage
- Toxic chemical spill
- School evacuations/relocation
- Student/Teacher deaths
- Injuries on campus
- Suicide issues
- Crimes on campus
- Campus intruders
- Terrorist Activities
- Accidental explosions
- Racial Tensions
- Protest/Riot
- Community Unrest
- Natural Disasters

Why do you need a plan?
- Current events
- Safe environment for students/staff
- Minimize casualties/damage
- Liability
- It’s no longer if…but when

Crisis Plan Components
1) Survey/Evaluation
   a) Evaluate current procedures
   b) School safety survey
   c) Site assessment
   d) Logistical and tactical considerations
   e) Receive input from responding agencies
   f) Community involvement

2) Select Team Members
   a) Principal, Assistant Principal, Teachers, Counselors, Nurse, Custodian, Office Personnel
   b) Specialized training and knowledge
   c) Capability
   d) Availability
   e) Alternates
3) Establish Responsibilities
   a) Pre-emergency
   b) Emergency
   c) Post emergency

4) Emergency Response Team
   a) Manages immediate health and safety issues
   b) Principals, Counselors, SRO, Nurse, Security, Custodian
   c) Members stay the same
   d) Members trained in CPR / First Aid
   e) Ensures communication with local emergency response agencies
   f) Communicates with district office
   g) Determine what happened
   h) Assess consequences: health, safety, emotional
   i) Decide what needs to be done
   j) Implement a plan
   k) Assign responsibilities

5) Crisis Management Team
   a) Post incident communication
   b) Provide counseling and support to students
   c) Assist faculty and staff
   d) Follow up assistance to the family
   e) Communication with media and community

6) Designate a Command Center
   - Controlled access and privacy
   - Away from public and media view
   - Sufficient size to house both school and local officials
   - Alternative center should be available

Rumor Control
   - Be prepared for questions and rumors by the teachers, parents and students
   - Release information to the public in conjunction with the school district
   - Update information through a designated administrator

Media Relations
   - Single spokesperson should be designated
     o School Administrator
     o Superintendent
     o Law Enforcement Supervisor
   - Public Information Officer or separate information office
   - Written press releases should be utilized
   - Designate someone to be a liaison with school authorities
Potential Hazards
1) Criminal Acts
   a) School Shootings
   b) Terrorism
   c) Bombings / Bomb Threats
   d) Assaults
   e) Theft
   f) Kidnapping
   g) Drug Use
   h) Weapons possession
   i) Vandalism

2) Community/Neighborhood Hazards
   a) Weather-related hazards
   b) Commercial industrial facilities
   c) Flight Paths
   d) Transportation corridors
   e) Other elements in the area of a school building that pose potential hazards

3) School Building Hazards
   a) Structural hazards
      i) Unstable masonry construction
      ii) Broad unsupported roof spans
   b) Nonstructural Hazards
      i) Chemical Storage
      ii) Storage of classroom materials

Planning for Recovery
1) Recovery will not happen quickly
2) Recovery involves:
   a) Medical issues
   b) Psychological issues
   c) Infrastructure issues
   d) Liability issues
   e) Insurance issues
   f) Documentation issues
Emotional Survival
1) After the dust settles
2) Consider the psychological needs of survivors, students, and faculty
3) Identify resources which can provide mental health and emotional support
4) Debrief
5) Provide on-going stress management

Standard Operating Procedures
An SOP should include the following:
- The state and federal laws that affect safety at the school level
- The provision and/or method of delivery expected to be available at each local school in the areas of prevention, intervention, support and recovery.
- A list of materials and supplies each school and/or classroom is expected to have
- The means of transportation to alternate evacuation sites for students if needed
- How parents/guardians will be notified during emergencies
- How to preserve crime scenes.
- Who will communicate with the media?
- The determination of the chain of command during emergencies
- The method of student checkout procedures during emergencies
- A statement of commitment to school safety
- Floor plans clearly indicating evacuation routes to safe areas
- Emergency contact information
- School Crisis team members and their roles and responsibilities
- A list of emergency supplies and their locations

Incident Command
Incident Command is a system for organizing a response in a manner that is systematic and easily expandable to meet incident requirements.

When to use Incident Command
- Hostage Situations
- Standoffs
- Traffic Incidents
- Mass Casualty
- Fires
- Rescue Operations
- Explosions
- Natural Disasters
- Terrorist Incidents
An Effective Incident Management System
- Common Terminology
- Modular Organization
- Integrated Communications
- Consolidated Action Plans
- Manageable Span of Control
- Designated Facilities

An Incident Command Model
1) Incident Commander
   a) Operations
      i) Law Enforcement
      ii) Fire Department
      iii) EMS
      iv) Utilities
   b) Planning
   c) Logistics
   d) Finance

Single Command
- No overlap of jurisdictional boundaries
- Single Incident Commander designated by the jurisdiction having authority
- One person with command authority
- Important stakeholders used as advisors, providing input as requested by the Incident Commander

Unified Command
All stakeholders or agencies who have a functional, jurisdictional, or legal responsibility at an incident contribute to the process by:
- Determining overall response strategy and objectives
- Ensuring that joint planning for response activities is accomplished
- Ensuring that integrated operations are conducted
- Making maximum use of all assigned resources
- Keeping track of financial costs

The Process of Unified Command
- Consensus decision making
- Teamwork
- Sharing/Delineating activities
- Sharing responsibilities
Unified Command Challenges
- Individuals must understand other agencies' concerns, responsibilities, and focus
- One member of the Unified Command should be selected as overall leader
  o Usually represents the primary entity responsible for operations
  o Responsible for final arbitration of strategic and tactical decisions
  o The leadership may change as the incident evolves

Lockdown Procedures
Lockdown procedures should identify the steps that staff members should follow when an immediate threat to the safety of students and staff members occurs.

The following are suggested lockdown procedures. It is important that you work with your agency and your school administrators to develop the plan that best fits your school and your community.

Suggested Procedures
- When announcing a lockdown, call it what it is. Do not attempt to use "secret codes". This will only create confusion.
- Establish a plan to be followed by office staff, teachers, administrators, custodians, lunchroom workers, students and anyone else who might be affected.
- Establish a procedure to lock classroom doors, windows and entrances to the school.
- Determine how you will go about contacting other agencies for assistance.
- There will need to be a procedure to announce when the situation is "all clear".
- Determine what communication devices will be necessary.
- PRACTICE!!!
Sample Lockdown Plan

Code Yellow Lockdown

- May be used in the event of a Bomb Threat, K-9 Search, Escaped Felon in the Community, Etc...
- The following steps should be taken:
  - Administrators should lock all exterior doors if necessary
  - Teachers are to close and lock their classroom door
  - Students are to remain in their room during the lockdown
  - Teachers may open their door to allow students or administrators to enter the classroom
  - During the lockdown, teachers should re-inspect their classroom to determine if anything appears to be out of place
  - Teachers may continue conducting class during the code yellow lockdown
  - An administrator will advise teachers when the lockdown has ended

- Special Considerations
  - Gymnasiums
    - Move students to the center of the gym
    - Account for all students
    - Listen for further instructions
  - Cafeteria
    - Have students remain in cafeteria
    - Maintain silence
    - Listen for further instructions
  - Athletic fields / Playgrounds
    - Bring students to the center of the field
    - Account for all students
    - Listen for further instructions
Code Red Lockdown

- The Code Red Lockdown should be used in the event of an Active Shooter, A Violent Suspect on Campus, An Escaped Felon in the Immediate Area, Etc...
- The following steps should be taken:
  - Administrators should lock all exterior doors if necessary
  - Teachers should take the following steps:
    - Close and lock their classroom door.
    - Move students to safest part of the room.
    - Do not open door until instructed to do so by police or an administrator.
    - Turn off electronic devices if possible.
    - Students who happen to be outside of their classroom during a code red lockdown should quickly move to the safest possible area. Students should be aware that teachers are NOT to open their doors during a code red lockdown.
    - School personnel should be assigned to check common areas such as restrooms, gyms and cafeterias.
    - Law Enforcement will advise teachers when the lockdown has ended.

- Special Considerations
  - Gymnasiums
    - Students should be secured in locker rooms
  - Cafeteria
    - Students should be secured in kitchen area
  - Athletic fields / Playgrounds
    - Outdoor threat – students should be taken inside and secured in the building if possible
    - Indoor threat – students should be secured in a preplanned outdoor area

Teacher Responsibilities

- Inspect classrooms
- Educate students
- What to do during lockdown
- What if they are outside of the classroom?
- What if police enter the room?
Terrorism
The last few years have forever changed the way we look at the security of students while they are at school. Not only have school shootings become a real threat, but also after September 11, 2001 we now know that International Terrorism also poses a threat to the safety of our schools. The purpose of this section is to provide an overview of the current threat, and how we might better plan and prepare for this possibility.

Current Threat Analysis
1) Improvised Explosive Devices (IED)
   a) Pipe Bombs
   b) Vehicle Bombs
   c) Backpack Devices
   d) Etc...
   *These pose the most likely terrorist threat, both international and domestic.

2) Industrial Chemicals
   a) Chlorine
   b) Acids
   c) Petroleum

3) Biological Agents
   a) Bacteria
      (Anthrax)
   b) Viruses
      (Smallpox)
   c) Toxins (Ricin)

4) Chemical Warfare Agents
   a) Nerve Agents
   b) Blood Agents
   c) Mustard Agents

5) Nuclear Devices
   *Least likely terrorist threat

Explosive Devices
- Improvised (IED)
- Military
- Commercial

Appearances of Devices
- Devices can be:
  Open (Obvious)
  Closed (Hidden, Camouflaged)
- What do you look for?
  Something that is out of place
  Something that does not fit

A DEVICE CAN LOOK LIKE ANYTHING!
Multiple Devices

- How could they be employed against the first responder?
- Where could a secondary device be placed?
- Be aware of your surroundings

**ALWAYS ASSUME THAT THERE ARE MORE DEVICES IN THE AREA!**

**COMPARISON OF THE CHARACTERISTICS OF BIOLOGICAL AND CHEMICAL AGENTS**

**Biological Agents**

- Characteristics
  - Odorless and Tasteless
  - Delayed Onset
  - Generally non-persistent
  - Can be contagious
- Exposure Symptoms
  - Chills
  - Fever
  - Headache
  - Nausea
  - Vomiting
  - Weakness

**Chemical Agents**

- Characteristics
  - Odor and Taste when impure
  - Rapid onset
  - Generally more persistent
  - They do not replicate
- Exposure Symptoms
  - Pinpoint pupils
  - Salivation
  - Vomiting / Diarrhea
  - Twitching
  - Difficulty Breathing
  - Unconsciousness
What are some reasons that terrorists might use weapons of mass destruction (WMD)?

- Cost efficient
- Availability
- Effective
- Difficult to detect
- Maximum benefit – Minimum resources

Potential Targets

- High profile events
- Critical facilities and infrastructure
- Large crowds
- SCHOOLS!!!

Has a terrorist event occurred?

Ask yourself these questions:

- Have unaccompanied packages been left in crowded or enclosed areas?
- Have unaccompanied packages been left near a ventilation system?
- Are there unexplained animal deaths in the area?
- Is there a lack of insect life?
- Are people exhibiting unexplained blisters or rashes?
- Are there mass casualties?
- Is there a definite pattern of casualties?
- Is an illness associated with a confined geographic area?
- What types of reports are being received by 911 operators?
- Are there visual indications that something has happened?
- Are victims exhibiting redness of skin, respiratory difficulty or unexplained physiological effects?
First Responder Actions

Recognize
- Threats
- Initial notification
- Targets
- Dissemination devices
- Crime Scene
- Signs and Symptoms
- Hospital overloads

Avoid
- Avoiding by protection
- Time
- Amount of time exposed to the hazard
- Distance
- Distance from material or contaminated area
- Shielding
- Personal protection equipment (PPE)

Isolate
- Use of hot, warm and cold zones
- Contamination avoidance
- Decontamination
- Downwind hazards

Notify
- Setting the wheels in motion
- Begins with early recognition that an incident has, or is about to occur.
- Gather critical information on the incident and communicate to:
  - Incident Commander/arriving resources

Response to School Shootings and Student Violence

Hostage and Shooting incidents are unfortunately becoming more prevalent in our schools. There may come a time when your department has to respond to such an event at one of your schools.

Objective
To bring about the successful resolution of any critical incident situation with the intent and purpose to minimize the risk of injury or loss of life to citizens, police and suspects, by utilizing the personnel, training, equipment and assets available or obtainable.
Facts to consider
- No one person is considered expendable.
- There is no foolproof way to do this.
- A response to this type situation and the building search that would follow are some of the most dangerous activities that police officers perform.
- The suspect(s) has a distinct advantage over the responding officers. If they are determined then there is a high probability that they will injure one or more members of the team or hostages. Your department must realize and accept these dangers. If you choose to do nothing then it is likely that more people will be injured or die.

Possible Situations
- Active shooter
- Barricaded suspect
- Hostage situation
- Assaults
- Explosive devices

ACTIVE SHOOTER RESPONSE/RAPID DEPLOYMENT
The swift and immediate deployment of law enforcement resources to on-going, life threatening situations where delayed deployment could otherwise result in death or great bodily injury to innocent persons.

When to initiate Rapid Deployment
- Aggressive Deadly Behavior
  The event is on-going and the suspect(s) is actively engaged in causing death or great bodily injury
  - An Active Shooter
  - An attack with edged weapons
  - Placing and/or detonating explosive devices
- Citizen/Officer Rescue
  - They are gravely wounded and delay could result in their death
  - An assault is imminent and immediate recovery is crucial
  - Due to the victims location death may occur

Contact Team
This should consist of the first few officers who arrive at the scene.
- The priority is to make contact with the suspect(s) and:
  - Stop deadly behavior
  - Limit suspect(s) movement
  - Prevent escape
  - Continue past victims
  - Communicate preliminary assessment
Basic School Resource Officer
Certification Course Manual

Your agency should have a written procedure that provides guidelines for responding to a school crisis. The procedure should consider the lives of the students, teachers, school personnel, citizens and officers involved to be of the utmost importance.

Conduct a sight survey analysis of each of your school buildings.

Other Resources Available (other resources may be found in your area or through the NASRO association)

[Law Related Education] Most states have a website for LRE

American Bar Association http://www.abanet.org/publiced/resources/home.html

National Center for State Courts http://www.ncsconline.org/WC/Education/LawEduGuide.htm


[Family Educational Rights and Privacy Act]


Electronic Privacy Information Center: copy of the law http://www.epic.org/privacy/education/ferpa.html

[Adolescent and Emotional Issues]


National Adolescent Health Information Center http://nahic.ucsf.edu/downloads/Suicide.pdf

160 Revised July 2006
NASRO wishes to acknowledge those who contributed to this edition.

Mo Canady                NASRO Training Director         Region 6 Director
Pat Fitzgerald           NASRO Instructor                  Region 5 Director
Ed Bova                  NASRO Instructor
Dr. Richard Caster       NASRO Board Member & Instructor
Dr. Janet Nease          NASRO Board Member
TABLE OF CONTENTS

I. Course Abstract

II. Foundations of School Based Law Enforcement
   - Early Years
   - Successful SRO Programs
   - Schools Today
   - National Recognition of SRO Programs
   - National Association of School Resource Officers
   - NASRO Recognized Model Programs
   - What is a School Resource Officer

III. The TRIAD Components
   III.A Role: Teacher/Guest Speaker
       - The Learning Process
       - Effective Presentations
       - Law Related Education
   III.B Role: Informal Counselor
       - Effective Communication in Schools
       - Adolescent Emotional Issues
       - Drugs, Alcohol, and Addictive Behavior
       - Dysfunctional Families
       - Special Education & Student Rights
   III.C Role: Law Enforcement
       - School Law
       - Child Abuse and Child Neglect Investigations
       - School Safety
       - Crime Prevention
       - Critical Incident Management

IV. SRO Resources
COURSE ABSTRACT

Course Goal

The purpose of this course is to provide the participant with information regarding the School Resource Officer concept and the skills necessary for successful implementation.

Course Objectives

Upon successful completion of this course, the participant will be able to:
- clearly define and explain the SRO Triad concept
- demonstrate positive and professional communication
- apply the concepts of planning, prevention and response to school safety

Class Format

This course uses a combination of classroom and interactive techniques: classroom lecture, power point presentations, video presentations, handout materials and practical scenarios.

Attendance Policy

Attendees of the Basic Course shall not miss more than 10% of the total course time or a maximum of 4 hours. Any absences must be approved by the class coordinator. Those individuals who miss more than the allowed time will receive "certificates of attendance" rather than the standard "certificate of completion".

Written Evaluation

Successful completion of course requirements will be measured by a written examination at the conclusion of the course. Students must pass the examination in order to receive a NASRO certificate.
FOUNDATIONS OF SCHOOL BASED LAW ENFORCEMENT

Early Years

Prior to the 1950's, the concept of a school resource officer was not widely heard of nationally. Most interactions between the schools and local law enforcement were done on an informal basis and by request. Simple topics such as bicycle safety, stranger danger, and traffic safety were more typical requests than now.

In the late 1950's, one of the earliest examples of a true school based law enforcement program was started in Flint, Michigan. Its overall goal was to improve the relationship between the local police and youth. Officers visited schools on a part-time basis. These officers worked to become an integral part of the school community. A survey given at that time allowed for a closer look at the attitudes youth had about law enforcement. The survey results validated that the Flint Michigan program's success which now has a 40 year history.

The best example of today's School Resource Officer program can best be traced back to the Tucson Arizona Police Department. In 1963, then Chief of Police, Bernard Garmire, adopted the term school resource officer and realized something had to be done for the school community and the relationship between youth and law enforcement.

The first Tucson school resource officers began at the junior high level. The officers had a good rapport with the school system and the educators agreed to the concept. By beginning with junior high students, officers had the opportunity to establish positive relationships with adolescents who were leaving the support of a single elementary classroom. These students would face the challenges of multiple teachers in multiple classrooms at a vulnerable time of adolescence. Educators and law enforcement knew the value of adolescents connecting with positive role models. The need for SROs was strongly evident.

The Tucson area had doubled in size in a very short time and the Tucson Unified School District had to accommodate the growing population and the associated problems. Chief Garmire believed that an SRO program would provide the best link between the community and the schools. Chief Garmire hand-picked the first SROs. He selected officers with college degrees to identify with the educators in the schools. These officers also had a cooperative spirit and demonstrated the ability to successfully work with children.
Early Years of Successful School Resource Officer Programs

There were several other police departments considered innovative and progressive for their time. A few of these are listed below as well as the contributions the programs have made to today’s school resource officer model.

1966: Saginaw, Michigan
This program differed from the others because limited resources did not allow them to assign one SRO to each school. Two officers covered all the schools in the city; two high schools, five junior high schools, and twenty-seven elementary schools. The program quickly realized the diminishing effects of spreading their officers so thin. As a result, changes in attitudes towards law enforcement as a valuable part of a school community were not as noticeable as in other communities.

1967: Cincinnati, Ohio
Classroom contact was the primary goal. Although the program followed the now generally accepted "Triad" approach to SRO policing, the Cincinnati officers minimized their law enforcement activities, except in emergency situations. A study conducted in 1969 showed the program was a success and attitudes toward law enforcement had improved.

1968: Los Angeles, California
This program combined the efforts of the local police and Sheriff's department. Officers and Deputies were assigned to junior high schools on a full time basis. They assumed the role of an informal counselor and became a resource for parents, students, and staff. Again, the role of the law enforcement officer was not as prevalent as it is today in most SRO programs, but evaluations showed the program was successful and it was expanded to include high schools.

1968: Tulare, California
One officer was assigned to cover two junior high schools. This officer patrolled both school campuses, focused upon crime prevention, teaching law related education, counseling students, and spending a large portion of time as a disciplinarian. As a result, changes in attitude toward law enforcement were minimal. Evaluations though showed a large decrease in juvenile crime and a 52% decrease in arrest rates in two years. The California Youth Authority stated the program was very positive and needed to be expanded to cover the high schools.
1969: Miami, FL
The Miami Police Department started their first program during the 1969-70 school year. A large impetus was Chief Bernard Garmire who came from Tucson, Arizona where the SRO program had long been in place. The program soon expanded from Miami to the remainder of Dade County. Evaluations showed the program to be effective at strengthening the relationship between youth and law enforcement.

1972: Orlando, FL
The Orlando Police Department started a pilot program in 1972. Officers were placed full time in two junior high schools. Evaluations also showed the program to be effective in reducing crime and improving the attitudes toward law enforcement. The program was soon expanded to all Orange County junior high and high schools.

1975: Hillsborough County, FL
Officers serving as teachers, counselors, and law enforcement were placed in the junior high schools in 1975. Positive evaluations soon prompted expansion into all junior high and high schools in the county. The program included both the sheriff's department and the local police department.

School District Police Departments
During the 1970's, many school districts across the country sought and received special legislation to create their own police departments operating under the full direction of the school district. The officers remained employees of the school district, yet were fully sworn commissioned police officers. Many of these agencies followed the school resource officer program model. Examples of such agencies were the Dade County School Police (FL), the Palm Beach School District Police (FL), Clark County School District Police (NV), and the Los Angeles County School District Police (CA).
Schools Today

Crime and violence in the schools continues to be a concern to parents, students, educators, law enforcement and the general public. Law enforcement agencies find themselves unable to keep pace with demands for their services. As a result, many law enforcement agencies and school districts have found it advantageous and necessary to establish a joint program called the School Resource Officer Program.

In the words of Chief Bernard Garmire, "The school resource officer program has been acclaimed as a major innovation in police service and has been criticized as an unwarranted intrusion into the autonomy of the local school system. The functions of the SRO program, its procedures and its goals will, upon examination, prove that it aspires toward innovation and a more sophisticated service to the community".

To those who feel that the school resource officer concept has moved away from the conventional role of police in America, Chief Garmire has argued, "That a dynamic, viable society demands that the roles fulfilled by its institutions, change as society changes. The role of police in a democratic, urban society must be responsive to the problems and needs of that society. The school resource officer program is a measured response to the critical problems confronting one segment of a society - our youth".

Although there may be other early school based law enforcement programs established during this time frame, the Tucson, Arizona school resource officer program is recognized by NASRO as the program that paved the way for the modern SRO programs of today.
History of NASRO (summary-refer to details earlier in this chapter)

- The use of police officers in schools has roots dating back to the 1950’s (including Flint, Michigan).
- 1963 – Tucson, Arizona
- 1967 – Cincinnati, Ohio
- 1968 – Los Angeles
- During the 70’s and 80’s the use of law enforcement officers steadily increased in the school environment.
- In 1991 NASRO began with the mission to represent SROs on a national level.
- Since the 1990’s NASRO has grown to over 10,000 officers and school personnel.
- NASRO is a non-profit corporation that strives to provide quality training.
- NASRO is frequently called upon to address national and regional issues of importance for its members.

National Recognition of the SRO Program

In January of 1973, the National Advisory Commission on Criminal Justice Standards and Goals convened in Washington, DC to formulate goals for crime reduction and prevention. The Commission advised that all law enforcement agencies should provide at least one annual presentation to every grade level in their jurisdiction related to the law enforcement officer’s role in society. The Commission also recommended that every agency over 400 employees should assign a full time officer to each junior high and high school to teach classes, counsel students, be a resource and enforce the law. This is the first time that the school resource officer program received national recognition.

In 1999, the Department of Justice, through the Community Oriented Policing Programs, offered federal grant funding to be specifically used for school resource officer programs. The public and the government recognized school resource officers as a proven tool in working with young people to help keep our schools safe as national events focused on tragedies resulting from school violence.

Today, officers working in schools today have representation on a national level through the efforts of the National Association of School Resource Officers (NASRO). NASRO constantly works to seek funding for the training of law enforcement, school safety and education professionals and to promote the concept of the school resource officer through political channels and through the media.

In fact, NASRO has promoted the school resource officer program in all forms of local and national media outlets that recognize NASRO as an expert source on school based law enforcement issues. The NASRO Board of Directors regularly promotes school based law enforcement in radio, print, and television media. The concept has come a long way and is now recognized as a viable program with direct benefits for schools and law enforcement.
The National Association of School Resource Officers

The National Association of School Resource Officers (NASRO) was incorporated in 1991 and was initiated by members of the Florida Association of School Resource Officers. Although one board ran the two associations from August 1991 to August 1993, NASRO soon began a new direction, expanding the concept of school based policing beyond the region. In 1991, Sarasota, Florida hosted the first national conference for school resource officers and the first Board of Directors for the National Association of School Resource Officers was installed.

NASRO is made up of over 10,000 law enforcement officers, school safety and educational personnel from every state in the nation and many foreign countries. The focus thus far has been to provide sound training for school resource officers and school personnel, allowing them to better perform their jobs. NASRO accomplishes this through its annual NASRO Conference held in various locations across the country and various trainings in cities across the United States and in other countries.

NASRO continues to offer preventive strategies to enhance those protective factors, especially bonding to the family, school and community, which appear to foster the development of resiliency in young people who may be at risk for criminal activity, substance abuse, or other problem behaviors.

The successful school resource officer program is a collaborative effort by certified law enforcement officers, educators, students, parents, and the community to offer law related educational programs in the schools in an effort to reduce crime, drug abuse, violence, and provide a safe school environment.

Currently, NASRO is the largest training organization for law enforcement officers, school safety and education personnel in the world. NASRO contracts with police academies, community-oriented policing centers, criminal justice programs, school districts, and attorney generals' offices, and numerous law enforcement agencies to train and develop school based policing for law enforcement officers, teachers and school administrators.

NASRO furthers their effort to implement and share innovative approaches law related education and to promoting school resource officer programs where none exist. NASRO adopted the "Triad" approach for law enforcement programs in the schools outlining the role of the school resource officer as that of a teacher, informal counselor, and law enforcement officer.
NASRO Mission Statement

The School Resource Officer Program is a collaborative effort by certified law enforcement officers, educators, students, parents, and the community to offer law related educational programs in the schools in an effort to reduce crime, drug abuse, violence, and provide a safe school environment. The mission of NASRO was adopted after its formation specifying:

- the advancement of education and charity, and any other related or corresponding purposes by the use and distribution of its funds for such purposes.

- a means to disseminate, share, advise and coordinate information on the value of qualified law enforcement officers to teach elementary, junior high, and high school students on the principles of good citizenship and community responsibility.

- the demonstration, by example and other means, the dangers associated with alcohol and drugs, criminal activities, and other anti-social behavior.

Community Policing Partnerships

The SRO program is rooted not only in the school community, but the community at large. It seeks to forge both internal and external partnerships beyond just the police-school relationship.

The SRO program works best when law enforcement and schools cooperate to build the program. This means not only involving personnel from both sides to plan and develop the program, but to also maintain an effective program. This is accomplished with regular dialogue between administrators to respond and react to issues that may surface once the program is initiated.

School personnel have a vested interest in the officers who may be assigned to their respective school communities. Efforts should be made to become involved in the interview and selection process to ensure the officer working with the school is best suited for the “personality” of the school community. The SRO program has always been a good barometer for the modeling and implementing of other community oriented policing programs. It is the best use of community resources and allows for immediate access to additional community services.

School communities have always been a microcosm of the greater communities they serve. By looking closely at the local community, the same types of activity occurring outside of school, happen inside as well. Thus the schools require the same need for governmental services as does the rest of the community.
Schools maintain a hierarchy of leadership as do municipalities. Superintendents, school boards and principals act like mayors, city councils, and city managers. Teachers take on the role of parents during the school day and the students themselves are served by counselors, social workers, psychologists, and nurses. Integrating the school resource officer into the daily functioning of a school is critical when one looks at the evolution of the needs of children in schools.
Recipients of NASRO Model SRO Program Award

Citrus County, Florida Sheriff's Office
Huber Heights, Ohio Police Department
Fredrick County, Maryland Sheriff's Office
Sioux Falls, South Dakota Police Department
Decatur, Alabama Police Department
South Brunswick Township, New Jersey Police Department
Leesburg, Virginia Police Department
Johnson City, Tennessee Police Department
Chandler, Arizona Police Department
Baltimore County, Maryland Police Department
Naperville, Illinois Police Department
Hoover, Alabama Police Department
Fontana, California Police Department
Buffalo Grove, Illinois Police Department
Maury County, Tennessee Sheriff's Department
Hazelwood, Missouri Police Department
Allen, Texas Police Department
Jefferson County, Alabama Sheriff's Office
Overland Park, Kansas Police Department
Scottsdale, Arizona Police Department
Chico, California Police Department
Palm Beach County, Florida School District Police Department
Rutherford County, Tennessee Sheriff's Department
Everett, Washington Police Department
Broward County, Florida Sheriff's Department
Sarasota County, Florida Sheriff's Department
Plano, Texas Police Department
Richardson, Texas Police Department
Golden Valley, Minnesota Police Department
Salem, New Hampshire Police Department
Clinton, Iowa Police Department
Tucson, Arizona Police Department
West Orange, New Jersey Police Department

(*as of 2005 summer conference)

For additional information on the National Model SRO Program Award as well as information on previous award recipients, visit the NASRO website at www.nasro.org
WHAT IS A SCHOOL RESOURCE OFFICER?

The school resource officer program is a nationally accepted program involving the placement of a certified law enforcement officer within the educational environment on several different levels. This partnership between the school district and local law enforcement agency allows the SRO to work closely with the school administration to provide a safe learning environment, law related education, and the expertise of a trained law enforcement officer on campus.

The officer is involved in a variety of functions.

- As a visible, active law enforcement figures on campus dealing with any law-related issues.
- As a classroom resource for instruction in the following areas: law related education, violence diffusion, safety programs, alcohol and drug prevention, crime prevention and other areas.
- As a member of the faculty and administrative team working hand in hand to solve problems in the school community.
- As a resource for the students enabling them to be associated with positive law enforcement figure in the student’s environment.
- As a resource to teachers, parents, and students for law related concerns and questions.
- As a counseling resource in areas which may affect the educational environment and may be law-related.

Clarifying the Role and Purpose of the SRO

The SRO program is much more multi-faceted than simply placing a law enforcement officer in the school hoping that all problems related to school safety will be solved. The SRO needs to become a regular part of the school community, viewed and treated like another faculty member. Only then will the school truly benefit from the many opportunities having a school resource officer can bring.

An SRO is not a replacement for existing school security practices. School security is much more involved than just a uniform and badge. Security involves everyone in the school including the administrators, teachers, custodial staff, nurse, counseling staff and support personnel. Thus, the SRO should not be utilized exclusively as a security guard to check identification, parking permits, or monitor the hallways and cafeterias. This would place too much responsibility on one person and seriously decrease the role and purpose of a highly trained law enforcement professional.
An SRO is not a disciplinarian. For the school resource officer to dispense suspensions and/or detentions would be like the school principal making arrests. This is strictly a responsibility for administrators and should remain as such to not confuse the role of the SRO as a law enforcement officer. This is not to say the SRO cannot enforce school rules; quite the contrary. As a regular member of the faculty, enforcing school rules and following school procedures is a vital responsibility of the SRO.

Common Roles of the SRO

Although the primary goals and objectives of the school resource officer program remain the same, the specific duties and responsibilities may change between agencies and school districts. Determine if there is a contract between the school and the cooperating law enforcement agency to see what is expected of you. If there is no contract, have the cooperating department initiate one and keep a copy of the contract. Below are some of the common roles school resource officers perform across the country.

- Work closely with the school principal(s), meeting at least on a weekly basis.

- Provide a program of educational leadership to the students, parents and faculty addressing tobacco, alcohol, other drug issues, gang activity, violence diffusion, violence prevention, crime prevention, and safety issues in the school community.

- Act as a communication liaison with law enforcement agencies; provide basic information concerning students on campuses served by the officer.

- Gather information regarding potential problems such as criminal activity, gang activity, student unrest, and identify particular individuals who may be a disruptive influence to the school and/or students.

- Take steps appropriate and consistent with a law enforcement officer's duty when a crime occurs.

- Refer students and their families to the appropriate agencies for assistance when a need is determined.

- Refrain from functioning as a school disciplinarian.

- Attend meetings of parent groups and faculty-wide, in-service sessions.
Basic School Resource Officer
Course Manual

• Be available for conferences with students, parents and faculty members to assist with problems related to law enforcement and crime prevention.

• Confer with the school administration to develop strategies to prevent or minimize dangerous situations on or near the campus.

• Promote citizen awareness of law enforcement efforts on campus to ensure the peaceful operation of school related programs and build support with students.

• Whenever possible attend school functions or extracurricular school events.

• File reports as required by local agency.

• Abide by school board policies and consult with and coordinate activities through the school principal.

• Remain fully responsive to the chain of command of the law enforcement agency.

• Regularly assigned duties such as lunchroom or hall duty could preclude an SRO from being available in areas where interaction with students is critical.

• When conducting formal interviews with a student on a school campus, police personnel should abide by school board policy and local law concerning such interviews.

Goals of the School Resource Officer Program

• Bridge the gap between law enforcement officers and students and increase positive attitudes toward law enforcement.

• Teach the value of our legal system.

• Promote respect for people and property.

• Reduce juvenile crime by helping students formulate an awareness of rules, authority and justice.

• Take a personal interest in students and their activities.

• Give students a realistic picture of local laws and the legal system

• Teach students how to avoid becoming a victim of crime

• Teach crime prevention
Establishing the Identity of the SRO

Visibility is an important part of the SRO program. Individual departments and school districts must choose what is best for them when it comes to use of the uniform. Traditionally, visibility is achieved through the uniform and a marked patrol vehicle so students will learn to recognize an officer. The use of the uniform and marked vehicle can also be an effective deterrent to crime.

When dealing with the secondary level student, the use of a plainclothes officer has often been found to have a positive effect upon officer/student relationships. The soft uniform, often casual dress within the guidelines of a faculty or department dress code can be an important opportunity in “humanizing” the SRO. The option of wearing a uniform should always remain available to the SRO.

The school resource officer gains additional visibility to students through classroom presentations, personal conferences, extra curricular events, school activities and day to day informal interaction.

Preparing the School Resource Officer

The placement of a professional law enforcement officer in a school community is not without its barriers. The decision of whether or not the school resource officer should be armed is a decision best determined by your agency, not school officials.

Although NASRO does not attempt to influence local policy, it does maintain that the safety of the officer should always be paramount when considering a non-traditional assignment. The risks a law enforcement officer endures in a school setting are not unlike the risks in the general community. This fact should be taken into consideration.

When a law enforcement professional is given the responsibility to uphold the law, proper training and equipment should be available to that officer to carry out his/her assignment. There is always the risk of liability to the officer, agency and school district should an officer be faced with a dangerous situation and the officer cannot respond as expected. Additionally, there may be an inherent “duty to act” by an officer, who may not be able to fulfill this obligation without proper defenses and/or equipment.
Being a Positive Role Model
Being a positive role model is an ongoing process. Students learn from every interaction the school resource officer has with them. Therefore, it is essential for an SRO to always be conscious of their appearance, actions and judgment.

Key Elements to Being a Positive Role Model
- Good moral standards
- Good judgment and discretion
- Consistency and fairness
- Respect for students and peers
- Sincere concern for the school and community

Ways to be a Positive Role Model
- **Professionalism**
  Appearance
  Uniform
  Hygiene
- **Visibility**
  Accessible to students
  Attends and participates in school activities
- **Interaction**
  Takes concerns seriously
  Follows up
  Assists students individually
  Don’t make promises you cannot deliver
- **Relationship with Faculty**
  Staff training
  Shares law related education in the classroom
  Keeps promises and appointments
  Participates/supports school functions and activities
- **Relationship with Parents**
  PTA meetings
  Parent conferences
  Booster clubs
  Back-to-school nights
Components of being a Resource
The SRO's goal is to become knowledgeable in a variety of community, government, and social services at federal, state and local levels. The SRO should maintain an office which is set up as a resource center for students and faculty. It is beneficial to start maintaining articles, pamphlets, and handouts in such areas as:
- Date rape
- Juvenile law
- Drugs and alcohol
- Domestic violence
- Child abuse
- Rape crisis
- Violence diffusion
- Gang activity and alternatives

Becoming a Resource to Different Groups
- Local law enforcement agencies
- Students
- School administration
- Campus security
- Probation officers
- District Attorney's office
- Faculty, Parents, Community

School Resource Officer Policing Methods
Reactive Methods
- Reporting procedures
- Arrests
- Intervention
- Respond to calls

Proactive Methods
- Prevention through involvement
- Posters and announcements
- Crime watch, hotlines
- Informants
- School clubs
- Positive role model, visibility

There will be additional discussion of the various roles of the SRO in future chapters.
THE SRO TRIAD CONCEPT

LAW ENFORCEMENT

TEACHER

INFORMAL COUNSELOR
THE TRIAD CONCEPT

The basic TRIAD concept reflects the philosophy of the school resource officer program and adheres to the following roles:

**Teacher/Guest Speaker**
- A member of the faculty supporting school rules and procedures
- Provider of law related education to the students, parents, and staff
- Educational resource for classrooms, district groups, community organizations, etc.

**Informal Counselor**
- Work within the context of knowledge, training, and the expertise of a law enforcement officer
- Work closely with the school’s counselors, social workers, psychologists, nurses, teachers, administrators, etc.
- Provide information on community services and the law to students, parents, and staff
- Program coordinator

**Law Enforcement Officer**
- Armed
- Investigates crimes, makes arrests
- School becomes “district” or “beat”
- Marked vs. unmarked vehicle
- Visual deterrent (plain clothes vs. soft uniform vs. duty uniform)
- Works with other law enforcement officers and agencies
- Liaison between the school and police community
- Positive role model
ROLE: TEACHER/GUEST SPEAKER

THE LEARNING PROCESS

Variables to Individual Learning

As a school resource officer, the opportunity to present to a variety of audiences is essential to your overall goal. You should make every effort to get to know about your audience before planning the presentation. Whenever possible, identify the purpose for being asked to present, find out the audience’s current level of knowledge about the intended topic, and identify what the audience will want to be able to do as a result of your presentation (make informed decisions, continue with a project, expand their knowledge, etc.)

- **Treat** all learners individually. Get to know their ability and needs.
- **Set** realistic goals for each learner based on their individual ability and needs.
- **Use** positive reinforcement to encourage each learner to reach his or her goal.
- **Identify** appropriate instructional techniques based on their developmental stages.

Three Basic Learning Styles

- Visual
- Auditory
- Kinesthetic

Every learner falls into one or more of these categories. Thus, you will have to gear your teaching to accommodate all three styles. This will help you clearly communicate your message to the learner.

Learning through the Senses

<table>
<thead>
<tr>
<th>Senses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste</td>
<td>3%</td>
</tr>
<tr>
<td>Smell</td>
<td>3%</td>
</tr>
<tr>
<td>Touch</td>
<td>6%</td>
</tr>
<tr>
<td>Sound</td>
<td>13%</td>
</tr>
<tr>
<td>Sight</td>
<td>75%</td>
</tr>
</tbody>
</table>
Visual Learners

Behavioral Characteristics
- seeing and picturing
- "Show me what you mean"
- largest group of learners
- takes notes, asks for handouts
- catches typographical errors
- watches the other participants
- carefully organizes work space and materials

Verbal Clues of a Dominant Visual
- Appears to me
- Bird's-eye view
- Catch a glimpse of
- Clear-cut
- Dim view
- Get a scope on
- Hazy idea
- In light of
- In person
- In view of
- Looks like
- Mental image
- Mind's eye
- Pretty as a picture
- See to it
- Short-sighted
- Showing off
- Tunnel vision

Visual Behavioral Characteristics
- Do you doodle when you talk on the phone?
- Do you speak quickly?
- Would you rather see a map than ask directions?

Instructional Strategies
- PowerPoint / Overhead projectors
- Charts, graphs, color coding
- Self checking materials
- Demonstrations
- Flash cards, matching games
- Pictures, films
- Visual imagery
- Computers
Auditory Learners

Behavioral Characteristics
- Hearing and talking
- "Tell me what I'm looking at"
- Never seem to keep quiet, noise makers
- Tell themselves what to do
- Poor test takers
- Play with words, tend to be bossy
- May sound "older" than they actually are

Verbal Clues of a Dominant Auditory
- All ears
- Call on
- Clear as a bell
- Clearly expressed
- Describe in detail
- Earful
- Hear voices
- Hidden message
- Idle talk
- Loud and clear
- Outspoken
- Rap session
- Rings a bell
- Tuned-in/Tuned out
- Voiced an opinion
- Within ear shot
Auditory Behavioral Characteristics
- Do you talk to yourself?
- Do you prefer a lecture or seminar to reading a book?
- Do you like talking more than writing?

Instructional Strategies
- Tapes / CD's
- word games
- lectures
- music
- group discussions

Kinesthetic Learners
Behavioral Characteristics
- hands on, touching
- “Let me try it myself”
- about 10% of the population
- use their fists before their mouth
- use physical gestures with their speech
- take things apart
- act out stories or jokes, always moving
- learn best by physical involvement

Verbal Clues of a Dominant Kinesthetic
- All washed up
- Boils down to
- Come to grips with
- Floating on thin air
- Get a handle on it
- Get a load of this
- Get in touch with
- Get the drift of
- Hang in there!
- Hold it!
- Hothead
- Lays cards on table
- Pull some strings
- Sharp as a tack
- Slipped my mind
- Start from scratch
- Stiff upper lip
- Too much hassle
- Underhanded
Kinesthetic Behavioral Characteristics

- Do you find it hard to sit still?
- Do you think better when you are moving and walking around?
- Do you gesture a lot while speaking?

Instructional Strategies

- involve the student in the teaching process
- give them opportunity for physical movement
- use role playing
- have them write on the board
- distribute papers, run errands

VARIABLES THAT AFFECT LEARNING

Feeling and Tone of the Instructor
The instructor must be an inspirational force to the class by developing healthy attitudes toward success and pride in work.

Interest
As the instructor, you should find ways to make the information interesting. Use hands on activities, small group problem scenario discussion, puzzles, games or interesting stories to keep the class thinking about how to solve problems. Use team competition to keep the learners interested.

Success
Learners need to experience success in order to continue learning. Give learners assignments based on their individual ability so that they have the opportunity to experience success.

Knowledge of Results and Feedback
Learners need to know how they are doing in order for them to learn from their successes and mistakes. Feedback can be given in verbal or written form.

Intrinsic vs. Extrinsic
Keep in mind that learners can be motivated by both intrinsic rewards (the work is interesting so they do it because they like it) and extrinsic rewards (positive reinforcement - a grade of "A" or free time). Thus, the instructor must include both types of rewards.

Meaningfulness
The information being taught has to have some meaning for the learners. Try to find some way to relate the information to the learners' perspective.
Modeling
Learners can learn from watching others model correct behavior. Practice - give the learners ways to apply what they have learned. This can be done through projects and homework.

Lectures
Often, the lecture method gets abused by presenters because they talk at their audience. But if it is correctly used, it can be functional. The lecture should be planned and organized. The purpose should be announced at the beginning and the content should follow so that the learner can see how it all fits together.

Learner Developmental Stages

Grades K - 5
- Use cartoons, film strips, coloring books, puppets, games
- Make presentations brief
- Use animation when possible
- Have them participate

Grades 6 - 8
- Use skits, participation, and group exercises
- Don't insult their level of knowledge or intelligence
- Use simple language
- Set them in a circle
- Use uniform and car to advantage

Grades 9 - 12
- Give facts.
- Use discussion sessions (Get interest and involvement)
- Avoid overbearing, authority figure approach
- Use displays
- Treat them as adults (11-12)
- Avoid "how to" information or stories about use of drugs
- Avoid scare tactics (be honest and straightforward)
- Be prepared for questions on personal experience
- Be aware of peer pressure
- Watch for over identification
BLOOMS TAXONOMY*

Blooms Taxonomy involves six levels of thought and processing

1) Knowledge - Basic Fact Recall
   a) Skills Demonstrated
      i) Observation and recall of information
      ii) Knowledge of dates, events and places
      iii) Knowledge of major ideas
      iv) Mastery of subject matter
   b) Cues
      i) List, define, describe
      ii) Identify, show, label
      iii) Collect, examine, tabulate
      iv) Quote, name
      v) Who, when, where, etc...

2) Comprehension – Understand and Connect
   a) Skills Demonstrated
      i) Understanding information
      ii) Grasp meaning
      iii) Translate knowledge into new context
      iv) Interpret facts; compare and contrast
      v) Order, group
      vi) Infer causes
      vii) Predict consequences
   b) Cues
      i) Summarize, describe, interpret
      ii) Contrast
      iii) Predict
      iv) Associate
      v) Distinguish
      vi) Estimate
      vii) Differentiate
      viii) Discuss
      ix) Extend
3) Application – Practical Use
   a) Skills Demonstrated
      i) Use information
      ii) Use methods, concepts, theories in new situations
      iii) Solve problems using required skills or knowledge
   b) Cues
      i) Apply, demonstrate, calculate
      ii) Complete, illustrate, show
      iii) Solve, examine, modify
      iv) Relate, change, classify
      v) Experiment, discover

4) Analysis – Processing New Information
   a) Skills Demonstrated
      i) Seeing patterns
      ii) Organization of parts
      iii) Recognition of hidden meanings
      iv) Identification of components
   b) Cues
      i) Analyze, separate, order
      ii) Explain, connect, classify
      iii) Arrange, divide, compare
      iv) Select, explain, infer

5) Synthesis – Blending
   a) Skills Demonstrated
      i) Use old ideas to create new ones
      ii) Generalize from given facts
      iii) Related knowledge in several areas
      iv) Predict, draw conclusions
   b) Cues
      i) Combine, integrate, modify
      ii) Rearrange, substitute, plan
      iii) Create, design, invent, what if?
      iv) Compose, prepare, formulate
      v) Generalize, rewrite
6) Evaluation - Judgment
   a) Skills Demonstrated
      i) Compare and discriminate between ideas
      ii) Assess value of theories, presentations
      iii) Make choices based upon reasoned argument
      iv) Verify value of evidence
      v) Recognize subjectivity
   
   b) Cues
      i) Assess, decide, rank
      ii) Grade, test, measure
      iii) Recommend, convince, select
      iv) Judge, explain, discriminate, support
      v) Conclude, compare, summarize
ROLE: TEACHER/GUEST SPEAKER

EFFECTIVE PRESENTATIONS

The #1 Fear of people is public speaking (R.H. Bruskin Associates)
• Preparation will help to alleviate this fear!

It will be necessary within the duties as a school resource officer to address other groups of individuals besides a classroom of children. The following information provides the basics of public speaking, specifically towards adults, whether it is city or county officials, school faculty, or a civic group.

What Audiences Know (without being told)*
• How you feel that day
• If you do or do not like them
• When you’ve memorized your presentation
• When you’re lying
• When you’re giving them a sales pitch
• When you’ve given up on yourself
*Never underestimate audience perceptibility

Analyze your Audience and Occasion
• Community group
• School organization
• Elementary, middle, high school students
• Police officers

Practice
• Rehearse presentation out loud
• Practice at venue if possible
• Practice in front of a colleague or trusted friend
• Audio/videotape yourself
• Build your confidence
Voice
- Pleasant
- Volume
- Speed
- Enunciation
- Vary Pitch
- Emphasis
- Pauses

Body Language
- Proximity – physical arrangement & distance
- Movement – How much? How fast?
- Posture – maintain good posture (stand tall)
- Facial expressions – use to emphasize message
- Gestures – keep hands free & let audience “see” your message

Eye Contact
- Most important non-verbal gesture
- Essential to all interactions
- Do not stare at one spot
- Use eye sweeps
- Short looks (2-5 seconds)

Timing
- Practice timing in advance
- Avoid rushing – makes you appear unprepared; and/or disinterested
- If pressed for time prioritize & eliminate less important points
- Have time piece in view

Facilitating the presentation
- Secure instructional aids and facilities
- Rehearse the lesson:
  - Make sure it’s complete in every respect
  - Use instructional aids as applicable
  - Check the timing and “flow”
- Check before each class:
  - Is the lesson plan correct and current
  - Is equipment in working order
  - Do you have enough copies of handouts
Attention Grabber

- Activity, statement, drama, joke, cartoon
- Prompts students to listen (anticipatory set)
- Personalizes your lesson for each audience
- Compliment & thank your audience
- Refer to occasion or surroundings
- Humor – tasteful & tactful
- Stress the topic significance (why is this important)

Things to Avoid

- Avoid keeping anything in your hands
- Avoid leaning on the podium
- Don’t look above your audience
- Eliminate pause words, i.e., “Uh, um, ‘ya know’
- Don’t walk around with your lesson plan / notes
- Don’t staple or paper clip lesson plans

Tips on How to Effectively Present to an Audience

1. Tailor the presentation to the audience: adults, high school, middle school, elementary school all require adjustments to the content of the presentation. Ask the audience to volunteer to offer what they want to know or be able to do after your presentation. Be sure to address these during and at the end of the presentation.

2. The subject should be presented using clear and simple language: audience appropriate.

3. Straight lecturing should be for short periods, about 10-15 minutes. Learners’ and adults’ attention spans are short, especially when in a large group setting. Alternate speaking with a short activity that allows the audience to talk about what they have learned so far. Allowing pairs of people to share an answer to a simple question or share an opinion often keeps the audience engaged in the topic.

4. Highlight key information for presentations that require note taking. This helps the audience better organize the information for future use. These can be bullet points in a power point presentation or written on a large note pad sitting on a tripod.

5. Relate the presentation to the audience’s background, knowledge, skills and interests in order to keep their attention. This will cause the new learning to connect to their personal interests and become a part of permanent learning.
5. Avoid restating textbook information. Use fresh information to support the textbook. Know the topic and do not read the presentation.

6. Limit the use of personal examples. One or two clearly related stories can underscore the key points and provides a mental picture.

7. Supplement the lesson or presentation with visual aids such as power point slides, posters, or objects that can be shared.

8. Always include a summary. Highlight how the presentation met your audience’s goals for attending and participating.

Discussions

A major goal of the discussion is to assist learners in expressing their ideas and opinions. As they gain experience in this, they will be more likely to assume responsibility in other types of learning activities and work more independently. Whether you are organizing a small group or a large group discussion, you will need to know certain things as a presenter.

Eliciting Responses
Be accepting and non-judgmental.
Respect the ideas and opinions of others so that they will share them.
Protect the right of everyone to say what he/she is thinking, even if unpopular.
Use the discussion as a means of seeking truth, not a forum for forcing ideas.

Encourage Different Points of View
Have pre-discussion conversations and get to know the group to draw out learners’ ideas.
Prevent domination by any member or group.
Set time limits per speaker.
Keep the discussion relevant.
Stick to the central idea. Keep the group focused.

Summarize the Outcomes of the Discussion
As the discussion leader, it will be your job to end the discussion with a summary Remain impartial to one side or particular viewpoint.
Try allowing leadership responsibility to one of the learners
Demonstrations

A demonstration requires practice and advanced preparation. Here are some guidelines:

- Gather all materials and equipment ahead of time and make sure that they are working.
- Keep it simple and organized.
- Check for understanding to ensure that the learners are following you.
- Let the learners try it out themselves, if possible.

Make sure everyone can see the demonstration.

INSTRUCTIONAL/PRESENTATION MATERIALS

Chalkboards/Dry Erase Boards

- Always in place and ready to use
- Accepts words, drawings, diagrams, graphs, in any color
- Can be used by instructor or class members
- Can be used with lesson plan or spontaneously

Flip Charts/Easels

- Materials are easy to develop
- Portable – can be brought to class ready to use
- Captures and holds attention
- Pages can be stored for re-use
- Content can be modified or added to lesson

Printed materials/Handouts

- Easily reproduced via photocopy
- Can include words and illustrations
- Inexpensive to prepare and produce
- Can be single sheets or sets of pages
- Can be filed in notebook or in bound form
- Can accompany use of other presentation aids

Overhead Transparencies

- Easy to make
- Inexpensive to prepare
- Easy to store for future use
- Lights can be left on for note taking
- Instructor faces class
- Variety of subject matter can be illustrated on transparency
- Instructor can write on transparency
Power Point
- Combines features of transparencies and slides/audio
- Can present one “bullet” at a time
- Can add video in program or VCR through LCD Projector
- Can produce varied handout formats for students
- Can be difficult to “move around” in presentation
- Avoid becoming overly dependent on this instructional aid

Six ways to increase your effectiveness
- Become genuinely interested in the audience
- SMILE 😊
- Remember that a person’s name is to that person the sweetest and most important sound in any language
- Be a good listener - encourage others to talk about themselves
- Talk in terms of the other person’s interests
- Make the audience feel important - and do it sincerely

Interactive Technologies
- Requires active student participation
- Provides instruction in consistent fashion
- Simulates realistic situations
- Develops and measures decision-making skills
ROLE: TEACHER/GUEST SPEAKER

LAW RELATED EDUCATION

Law Related Education (LRE) is a program that promotes public understanding of the law and helps learners to become better informed and effective citizens. The program helps learners understand:

- The basis for laws
- How and why laws are made
- Authority and how to respect it
- How one can affect the law and the legal system
- How laws are enforced
- The court and corrective system
- One's rights and responsibilities under the law
- Consequences of criminal activity
- Teach people how to avoid becoming a victim

Law Related Education teaches the value of our legal system and promotes respect for people and property. It is important for learners to formulate an awareness of rules, authority and justice.

Law Related Education allows greater access to the legal system, thereby working to improve the administration of justice. If learners have a realistic picture of various laws and the legal system, they will have an investment in supporting and improving it. LRE can relieve some of the fear juveniles may have about law enforcement officers. National studies have confirmed that Law Related Education, when taught to certain standards, can have a positive effect on reducing juvenile delinquency.

Six Principles for Effective Law Related Education Programs

1) Prepare high quality lessons.
2) Use outside legal resources from the community.
3) Incorporate carefully selected illustrative case materials.
4) Use teaching strategies that foster learner interaction.
5) Be prepared to present to a variety of audiences.
6) Include your building administrator in classroom presentation.
Presentation Topics

Introduction to the Law
- What is a law?
- Types of law
- Sources of law

Introduction to Law Enforcement
- Types of law enforcement
- Career opportunities

Introduction to the Criminal Justice System
- Investigation
- Arrest
- Search and seizure
- Legal rights
- Booking procedures
- First appearance in court
- Preliminary hearing

Introduction to Criminal Law
- Classification of crimes
- Degree of crimes
- Defenses to a crime

Introduction to the Judicial System
- Municipal court system
- State court system
- Federal court system

Law Related Education
- Domestic Violence
- Alcohol, Drugs and Driving
- Constitutional Law
- Juvenile Justice System
- Fingerprinting, Evidence Collection
- Legal Consequences
- Assault & Battery
- Respecting Authority
- Robbery/Burglary
- Extortion
- The Criminal Justice System
- Traffic Law
- Sexual Battery
2 Crime Prevention
   • Auto Safety and Security
   • Substance Abuse
   • Child Abuse and Neglect
   • Computer Crimes and Fraud
   • Crime in the Community
   • Crime Prevention Strategies
   • Criminal Mischief & Vandalism
   • Trespassing

Personal Safety
   • Baby-sitting
   • Home Fire Safety
   • Bicycle Safety
   • Self Awareness & Date Rape
   • Teen Suicide
   • Safe Places & Unsafe Places
   • Emergency Reactions
   • Water Safety
   • Weapons and Deadly Missiles

3 Police Technology and Careers
   • Police Radar
   • Careers in Law Enforcement
   • Law Enforcement and the Public
   • Police Helicopters
   • Police Canine Demonstration

LRE in the Classroom
   • Regular contact with the justice community
   • Mock trials and simulations
   • Arrest procedures
   • Investigations
   • Active student run court
   • Problem solving

Utilizing & Facilitating Outside Guest Speakers
   • F.B.I., Secret Service, U.S. Marshals
   • State Police, Crime Labs, Homicide Detectives
   • Traffic Accident Reconstruction
   • Law Enforcement/Military Pilots
   • Athletes, Musicians, Local Radio/T.V. Celebrities
   • Internet Child Pornography Investigators
ROLE: INFORMAL COUNSELOR

DEFINING THE ROLE

This course is not designed to train the SRO to be a professional counselor. Some agencies choose to refer to the counseling role as that of a "problem solver", "helper", or similar term. The SRO clarifies his/her role by starting with the basic definition of counseling which is advice or guidance, especially as solicited from a knowledgeable person. A counselor is simply one who gives advice or recommends a plan of action.

A school resource officer should provide informal counseling based on his/her expertise as law enforcement professional. If further resources are needed to assist with a problem, a school resource officer can make a referral to a professional counselor such as a school social worker or guidance counselor. The SRO role in the school community is to be a resource. That means developing working relationships and supplementing the professional counseling staff already in place at school.

↓ EFFECTIVE COMMUNICATION IN SCHOOLS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) was enacted in 1974. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the
right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**What are the implications for the SRO?**

- Verify that the parent or eligible student has not requested in writing that the school not disclose directory information.

- School officials may give appropriate officials confidential student information in cases of health and/or safety emergencies without parent or eligible student consent.

- State & local authorities within a juvenile justice system pursuant to specific state law or to comply with a judicial order or lawfully issued subpoena.
The role of informal counselor requires that the SRO:

- be open minded
- be willing to listen to other people’s ideas
- have a genuine liking for people
- have the ability to put themselves in the other person’s shoes
- appreciate another’s point of view
- possess a degree of personal security and self-acceptance

Counseling Students

- Show respect for the student
- Regard the student as unique
- Offer concern in a non-sentimental manner
- Show regard for the student’s self determination
- Assume the student has good intentions
- Maintain confidentiality
  (Confidentiality: marked by intimacy or willingness to confide)
- Communicate understanding
- Help the learner cultivate his/her resources
- Don’t act for the student unless absolutely necessary
- Don’t overemphasize your role. Get the person the help that he/she need.

Monitoring Behavior

Behavior has meaning; watch for cues

- Mannerisms
- Posture
- Voice
- Shifts in the conversation
- Inconsistencies
- Recurrent themes

Challenging

- Distortions
- Self defeating behaviors
- Games, tricks, smoke screens
- Excuses, complacency, rationalizations
- Procrastination

Goal Setting

- Instills self responsibility
- Refusing to buckle
- Creates versatility
- Helps the learners move beyond their own interests
- Focuses learner’s action and attentions
Basic School Resource Officer
Course Manual

Respect
- One of the deepest needs
- It’s how you look at and treat other people
- Respect is more than your attitude
- Respect must revolve around your actions
- Respect is communicated in the way you work with learners

Expressing respect:
- Being "for" the learner
- Caring in non-sentimental manner
- Supporting the learner’s potential for being more than they are
- Being willing and able
- Working with the learner; he/she is worth time and energy
- Showing regard for the learner as a unique person
- Tailor helping process to needs, capabilities and resources of the learner
- Show regard for the learner’s self-determination
- Do not manipulate the learner
- Continue with assumptions until proven false
- Understand resistance
- Maintain confidentiality when appropriate

Reluctance and Resistance
The student may have been referred and doesn’t want to be there or the student may be resistant and doesn’t try to help himself/herself.
- They see no reason for help
- They resent third party referees
- They may fear the unfamiliar
- They may have a history of rebellion
- They may misread your intentions
- They may be testing your competence

Dealing with Resistance
Do’s
- Understand that resistance is normal
- Understand that resistance is an avoidance technique
- Work with learner’s resistance
- Praise the learner’s self-responsibility
- Search for an incentive
- Begin with small goals

Don’ts
- Don’t blame the learner
- Don’t appease the learner
- Don’t become impatient or hostile
- Don’t lower the expectations for the learner
- Don’t let the learner direct the counseling session
- Don’t give up and terminate the session

©NASRO Revised March 2007
Referrals

Often a teacher may be the most likely to first recognize that a student is in need of referral services. As a resource, the goal will be to make appropriate referrals when the action plan cannot be accomplished due to reasons such as resistance, safety reasons, legal restraints, and complexity of the problem. Examples of referrals include the following:

- Alcohol and/or drugs
- Mental health
- Child abuse
- Legal problems
- School related issues
- Behavioral problems
- Suicide

Identifying and Clarifying Problems

Questioning
- Open questions allow the learner to explain and learn more about themselves; i.e., "Tell me what happened..."
- Closed questions limit the answer to specific information.
- Ask one question at a time.
- Avoid asking "why" questions - "why" implies guilt.

Paraphrasing
Repeating the important parts of what the learner said reinforces your understanding.

Clarification
An SRO must clear up any vagueness or inconsistencies.

Simplifying
Put ideas expressed by the learner into simple words and sentences.

Summarizing
Allows the SRO to make sure of his/her understanding of what the student says.

Focusing
Identify what to deal with first and determine what's most important.

Learner's Self-Disclosure
- Fear of intensity of emotion
- Concern about confidentiality
- Fear of what the learner will find out about their self
- Shame
- Fear of change
- Fear of legal ramifications
- Fear of you contacting their parents
Compatibility and Trustworthiness

- Physical attributes
- Ethnicity
- Occupation or Social Role
- Sex
- Reputation, honesty
- Behavior, sincerity
- Lack of motivation for personal gain
- Confidentiality (he/she won’t talk)
- Credibility (I can believe what the SRO tells me)
- Consideration (the SRO understands how I feel)

Compatibility and trustworthiness can be increased by:

- Maintaining confidentiality
- Being realistic but optimistic
- Giving good feedback
- Using influence carefully in the interest of the learner.
- Avoiding behavior which appears negative (e.g., selfish, devious)
- Being sincere and open
- The relationship is what is important. You must get past the role of “cop”.

Competence

Competence is important to a student you may be counseling. Broader than expertise; it combines an element of real or perceived effectiveness generally based on:

- Role: one belongs to a profession and has credentials
- Reputation: direct or indirect testimony of expertise, can come from other students, faculty or your association as a law enforcement officer
- Behavior: have at least the appearance of competence

Tools of Counseling

- Observation
- Listening
- Questioning
- Talking
- Supporting
- Recording

Basic Principles of Informal Counseling

- Depending on the circumstances, consider being less formal. Remember to check prejudicial attitudes at the door.
- Make personal contact and focus on the individual. Make it face to face.
- Develop a working alliance. Remember that the task is to work with the individual to resolve the issue(s).
• Explain the SRO role to the individual. Let them know the professional boundaries as a law enforcement officer.
• Pace and lead the learner using open-ended questions and reflective statements.
• Speak briefly and LISTEN carefully to what is being said before speaking. Remember that silence speaks volumes. When not sure what to say, say nothing.
• Avoid premature problem solving by giving advice. Remember that the school setting is different than the “street” setting.
• Pay attention to non-verbal expression (smiling, frowning, and making a fist).
• Recognize one’s own limitations. If one thinks that it is “over one’s head”, then it probably is. Seek assistance from someone who is qualified.

**Basic Communication Skills**

**Attending**
• Face the student squarely
• Adopt an open posture by leaning forward
• Maintain good eye contact
• Relax, don’t fidget
• Do not sit behind a desk

**Listening**
Careful listening gives a frame of reference for understanding the client. It also takes a lot of effort on the part of the counselor. Effective listening means the speaker is able to understand non-verbal cues.
• Body language (posture, gestures, and movement)
• Facial expressions (smiles, frowns, tense lips)
• Tone of voice
• Breathing
• Blushing
• Dilatation
• General appearance

**Obstacles to effective listening:**
• Distracted by our own thoughts
• Physical condition (you’re tired or sick)
• Preoccupation with your own concerns
• Over-eagerness to respond
• Too many differences to relate (personal, social, cultural)
Probing
- Use statements that encourage learners to talk and clarify their problem
- Use open-ended questions that help the learner talk freely and concretely
- Avoid too many questions that can interfere with your rapport
- Use pauses as means of prompting conversation.

Empathy
Empathy is the act or capacity of sharing or understanding the feelings of another person
- It helps learners explore themselves
- It allows you to establish rapport
- It provides support during the healing process
- It encourages and facilitates dialogue

Communicating empathy:
- Take time to think
- Pause and reflect
- Use short responses
- Allow for exchange of dialogue
- Gear your response to the learner

Obstacles in communicating empathy:
- You ask too many questions
- You offer too many interpretations
- You use too many clichés
- You move towards action without fully hearing the problem
- You only pretend to understand
- Your responses are mechanical

Rapport
- Be genuine and honest
- Show interest and concern
- Show respect and acceptance
- Be objective; nonjudgmental
- Monitor tone of voice
- Offer continuing support
See It, Say It, Six-Step Process

Six step process for parents and adults working with youth

Using this six-step process is a way to express your feelings, offer help or just talk about any other behavior that concerns you

- I care...
- I see...
- I feel...
- I'm listening...
- I want...
- I will...

Remember

The best time to speak with someone about an important topic is:
- when you feel comfortable and private
- when you're not likely to be disturbed
- when you have time to talk things through
- when neither of you has been drinking or using drugs

*See It...Say It process provided courtesy of AVERT Center for safer schools
(A division of the Minnesota Institute of Public Health)
ADOLESCENT EMOTIONAL ISSUES

Developmental Characteristics of Adolescents

Ages 11-14: Early Adolescence
- First time sensitivity to others’ opinions
- Tends to inappropriately seek individuality (Conversely thinks everyone is doing this.)
- Physical Changes

Ages 14-16: Mid-Adolescence
- Increased sense of independence, freedom, and power
- Driving a car is a hallmark of this age
- Over estimation of skills: "I can handle this..."
- Emergence of career interests
- Experimentation of sexuality
- Strong awareness of group norms

Ages 16-19: Late Adolescence
- Parental influence is at its lowest point and replaced by peer influence
- Want to separate from the nuclear family
- Child may leave home to go to college, or cut ties in some other way
- Greater emphasis is on developing intimate relationships

ADOLESCENT SUICIDE

Teens are struggling with issues of independence and a world disturbing even to mature adults. Loneliness and social isolation explains why so many college students who are away from home commit suicide. A critical factor in an adolescent’s life is to be accepted for who they are, by someone close.

We often categorized adolescents as being impulsive and acting out without thinking things through. Often, when young people resort to talk of suicide, they don’t contemplate life beyond their teenage years. Depression can increase the risk of suicide in all people, but adolescents often don’t see their situation as temporary. They may believe that nobody understands them. Social acceptance is a critical need for young people at this time in their lives.

Families impacted by divorce also play a role in the emotional well being of adolescents. Adolescents often take on the emotional burden of thinking they can save their parent’s marriage. Resentment towards the divorced parents can lead to guilt and depression. In some cases suicide becomes a form of payback to the parent who may have "caused" the breakup of the family.
Previous history of suicide or depression in a family is another tell-tale warning that an adolescent is at risk for suicidal behavior.

The Center for Disease Control indicates that the rate of suicide among adolescents and young adults has tripled since 1952, and suicide is now the third leading cause of death among American 15 – 24 year olds. Depression is considered a major risk factor for suicide, and depression among children and adolescents appears to be on the rise (as cited in Nevid, Rathus, & Greene, 2003).

While primary care providers are in a unique position to help prevent adolescent suicide, most do not routinely screen their young patients for suicidal behavior or associated mental and physical risk factors, according to researchers at the Johns Hopkins School of Public Health. The study was published in the February 2000 issue of the Archives of Pediatric and Adolescent Medicine.

Suicide is the third leading cause of mortality among persons ages 10 to 19, following motor vehicle crashes and homicide. (Susan Baker, MPH, professor at the Center for Injury Research and Policy, Johns Hopkins School of Public Health)

Social environmental factors may also place adolescents at risk for suicide. Family factors such as sexual abuse, poor communication, family disruption and father absence are frequently cited as risk factors (Davis, 1983). Being a member of a group that is an object of discrimination or oppression also places adolescents at risk. For example, ethnic minority youth and gay, lesbian or transgender youth have higher rates of suicide than the general population (Nevid et al, 2003).

**Highlights:** (National Adolescent Health Information Center 2004 Fact Sheet)
- Suicide is the third leading cause of death for adolescents and young adults.
- Adolescent males are much more likely to commit suicide than adolescent females.
- American Indian/Alaskan Native male adolescents have the highest suicide rates.
- Female adolescents are more likely to attempt suicide than their male peers.
- Female Hispanic adolescents are more likely to attempt suicide than their Black or White peers.

[http://youth.ucsf.edu/nahic](http://youth.ucsf.edu/nahic)
Understanding the Risks for Teen Suicide

1. Suicidal thoughts
2. Psychiatric disorders (such as depression, impulsive aggressive behavior, bipolar disorder, certain anxiety disorders)
3. Drug and/or alcohol abuse
4. Previous suicide attempts

The risk is even greater if there is:

1. Access to firearms
2. Situational stress

Five Warnings Signs for Depression in Teens

1. Feelings of sadness or hopelessness, often accompanied by anxiety
2. Declining school performance
3. Loss of pleasure/interest in social and sports activities
4. Sleeping too little or too much
5. Changes in weight or appetite

Three Steps Adults and Parents Can Take

1. Get help (medical or mental health professional).
2. Support the student (listen, avoid undue criticism, remain connected).
3. Become informed (library, local support group, Internet).

Three Steps Teens Can Take

1. Take the friend’s actions seriously.
2. Encourage the friend to seek professional help, accompany if necessary.
3. Talk to a trusted adult and explain what is happening.
4. Don’t be alone in helping a friend.


Statistical Analysis (Additional Information)

- For young people 15-24 years old, suicide is the third leading cause of death, behind unintentional injury and homicide.
- In 1996, more teenagers and young adults died of suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia and influenza, and chronic lung disease combined.
• From 1980 – 1996, the rate of suicide among persons aged 15-19 years increased by 14% and among persons aged 10-14 years by 100%. For African-American males aged 15-19, the rate increased 105%.
• Males under the age of 25 are much more likely to commit suicide than their female counterparts. The 1996 gender ratio for people aged 15-19 was 5:1 males to females. (Surgeon General 1999)
• While males are more likely to die from suicide, females are more likely to attempt suicide than males.
• Among persons aged 15-19 years, firearm-related suicides accounted for more than 60% of the increase in the overall rate from 1980-1997. (CDC 2003)

Risk factors associated with suicide

Depression
• Depression increases the risk of suicide in all people
• Teens suffering from depression may believe nobody understands them
• They will not view the condition as temporary

Alcohol or other drug use disorder
• 30% of suicidal gestures are related to alcohol.
• Most suicidal teens do not want to die: they just are unable to see alternatives to their problems

Aggressive or disruptive behaviors

Internal Pressures
• Impulsivity – A trademark of youth, acting without thinking
• Teens have a need for feelings of self worth and achievement
• Most suicidal adolescents do not really want to die. They simply want to escape what they feel is an unbearable situation

External Pressures
• Social, Economic, Peer pressures
• Dysfunctional home setting
• Music today can glorify: Suicide and the occult
• Graphic violence
• Use of alcohol and drugs
• Explicit sex

Families Facing Challenges
• Depression from the breakup of the family
• The child may believe they have ultimately caused the divorce.
Suicide may be viewed as payback for the parent who "caused" the breakup
Remarriages can develop issues of loyalty or produce anger towards step-parent

Warning Signs at School
- Dramatic school change
- Suicidal comments
- Notice frequency, intensity, and duration of suicide threats
- Changes in eating habits
- Changes in sleeping habits
- Violence and anger
- Putting things in order, hints, arrangements
- Sudden interest in alcohol and drugs
- Dramatic change at school
- Obsession with death

Warning signs within the community
- Graffiti or vandalism (cemetary, empty lots, churches, etc.)
- Signs of occult activity in wooded areas, vacant homes and other secluded areas or "hangouts"
- Dramatic change in specific students fashion to a general gothic dark theme and/or occult symbols (jewelry, tattoos, etc.)
- Suicidal hints or occult type of drawings on lockers, walls, notebooks, even on the skin of students

Strategies for Confronting and Counseling the Suicidal Teen
- Prior to contact gather background information
- Interview witnesses and convey the importance of confidentiality
- Initial contact with the potentially suicidal student should occur within the context of genuine concern for their safety
- Share information with parents, social workers, counselors, and administrators
- Tell the parent their adolescent is at risk for suicide and why you think so
- Tell the parents they can reduce the risk of suicide by getting firearms out of the house
- Educate parents about the different ways to dispose of, or at least, limit access to a firearm or other potential weapons.
**During the confrontation/counseling phase**

- Reach out – Let the student know you are concerned and want to help.
- Ask specifically “Are you thinking of killing yourself?” Talking about suicide will not encourage a person to commit suicide. Rather, it shows you are willing to listen and understand.
- Do not keep secrets – If you show an unwillingness to discuss the issue, it may further frustrate the student.
- Assess degree of emotional disturbance, or potential for aggressive behavior.
- Immediately refer even if the student seems to be manipulative, not serious.
- Always direct towards a support network.
- Follow up with regular contact.

**If the student tells you they have been contemplating suicide, ask:**

- Have you been sad or unhappy? A “yes” confirms the person has been feeling some depression.
- Do you ever feel hopeless or does it seem as if things will never get better?
- Do you have thoughts of death? A “yes” indicates suicidal wishes, but not necessarily suicidal plans.
- Do you have any actual suicidal impulses or any urge to kill yourself? If “yes”, ask about their specific plans. Methods, have they obtained the means necessary to carry out the suicide?
- Have you determined when you will kill yourself? If “yes”, determine if the suicide is a long way off.
- Is there anything holding you back such as family or religious convictions? If the answer is “no” they have no deterrents, suicide is much more likely.
- Have you ever made a suicide attempt in the past?
- Would you be willing to talk to someone or seek help if you felt desperate? If the answer is “yes” find out whom they feel comfortable speaking with.

**Variables** – If the student is on the phone and not within your control attempt to obtain the following commitments:

- “Assure me that you’ll call me if you think about hurting yourself.”
- “Promise me you’ll let me know if you feel you’re losing control and have the urge to hurt yourself.”
- “Promise me you’ll call…” (A resource you have provided)
SRO Do's and Don'ts

- Ask specifically "Are you thinking of killing yourself?"
- Show concern about feelings
- Don't keep secrets
- Involve parents, school counselor, social worker
- Direct towards a support network
- Follow up with direct contact
- Make the immediate environment safe
- Attempt to remove or reduce sources of stress
- Assess degree of emotional disturbance
- Assess potential for aggressive behavior
- Immediately refer even if student seems to be manipulative or not serious
OCCULT ACTIVITY
Many of our nation’s teen suicides are connected to involvement in occult activity such as Satanism. Each year thousands of children are physically, sexually and emotionally abused, as victims of satanic ritual or involvement. Awareness and open communication are important keys to prevention and to offering help to our youth.

Recognize Activity within Your School Community
- Watch for symbols and signs on campus
- Student fashions, primarily wearing black clothing
- Fascination with vampires and Satan
- Medieval-like designs drawn on lockers, walls, notebooks, papers
- Tattoos or drawings on skin or clothing, unusual body piercing
- Not caring what others think
- Signs of activity in wooded areas, vacant homes and other hangouts

Understand How Youth are Drawn to the Occult
- Coercion, threats and trickery
- Heavy metal music (ICP, Godhead, Marilyn Manson, etc.)
- Fantasy games
- Drugs and alcohol
- Goth clubs and fetish balls

Reasons for Involvement
- Rebellion
- Products of overbearing parents
- Peer pressure
- Protection that is promised by a cult
- No longer have to follow rules set by their parents, teachers
- Feeling of belonging to a group (much like gang influences)
- Drugs, alcohol, sex, music, fantasy games
Media Influences

- Music can alter moods
- Normal child spends 4-6 hours daily listening to music
- 11,000 hours between 7th and 12th grades listening
- more than time spent in class K-12
- Glorification of alcohol and drugs
- Displays of explicit sex
- References to suicide and the occult
- Lyrics or artwork depicting graphic violence

Confronting and Counseling

- Gather background information before contacting the student.
- Confrontation should occur within the context of genuine concern for safety.
- Share information with parents, social worker, counselors, and administrators.
- Contact school guidance counselors and suspect's friends for background information prior to contacting the suspect.
- Talk to the suspect with an understanding and interest in his/her activities.
- Contact the student's school guidance counselor, school administrator and teachers.
- Use caution and emphasize confidentiality.
- Parental contact is the most important initial contact for help. Know where to refer them for family counseling.
DRUGS, ALCOHOL, AND ADDICTIVE BEHAVIOR
Signs, Symptoms and Strategies for the SRO

Warning signs of Substance Abuse
- Withdrawn, tired and careless about personal grooming
- Hostile and uncooperative; frequently breaks curfews
- Relationships with family members deteriorate
- New group of friends
- Grades slip and school attendance becomes irregular
- Loses interest in hobbies, sports, and other favorite activities
- Eating and sleeping patterns change
- Difficulty concentrating
- Eyes are red-rimmed and/or nose is runny but has no cold
- Household money disappears
- The presence of pipes, rolling papers, eye drops, or lighters

Three Styles of Drugs
1) Common drugs
2) Club drugs
3) Predatory drugs

I. COMMON DRUGS
- Alcohol
- Marijuana
- Inhalants
- Cocaine
- Methamphetamine
- OxyContin (Oxycodone)
- Prescription Medication (DXM and Ritalin)

Alcohol
Alcohol is a depressant drug that affects the central nervous system in a way that is similar to that of other depressants. Alcohol is often overlooked as an abused substance. However, it is the most commonly used and abused drug by people of all ages and backgrounds in our society. There are approximately 90 to 100 million regular users of alcohol, and 9 to 12 million are classified as alcoholics.
Alcohol Abuse vs. Alcoholism

- Alcohol abuse occurs when a person drinks enormous quantities of alcohol at one time.
- Alcoholism is a disease in which the drinking of alcohol becomes compulsive.
- Alcoholics must drink.
- The urge is so strong they cannot control it.
- Problems faced by alcoholics may include:
  1) Frequent arguments with or estrangement from spouse or other family members.
  2) Strained relationships with coworkers
  3) Frequent absences or tardiness from work
  4) Decreased productivity and loss of job
  5) Increase of violent behavior

Underage Drinking

- Most commonly abused drug among youth
- Nearly half of all teens who commit suicide are intoxicated at the time
- More than 4,000 teens die in alcohol-related car crashes each year
- One out of 20 high school seniors drink daily
- The average age people start drinking is 12.9 years

What makes our children drink?
There are many reasons that adolescents choose to drink. Reasons offered by junior high students include:

- Acceptance by peers
- The smart thing to do
- A way to forget troubles
- Habit
- Advertising
- Movies
- Example set by adults
- Taste
- Rebellion against authority
- Excitement
- Escape
- Social pressure

Facts concerning underage drinking

- Teenagers 18 and under drink 35 percent of all wine coolers sold in the United States. They also drink 1.1 billion cans of beer per year.
- Seven percent of 8th graders, 18 percent of 10th graders, and 30 percent of 12th graders report they were drunk during the past month.
- Among teenagers who "binge" drink (consuming five or more drinks in a row on a single occasion), 39 percent say they drink alone, 58 percent drink when they are upset, 30 percent drink when they are bored, and 37 percent drink to feel high.
• Thirty-five percent of children in the fourth grade report having been pressured by classmates to drink; in the sixth grade, the number rises to 49 percent.
• Even though the legal age to buy or possess alcohol in most states is 21, 66 percent of teenagers report they can buy alcoholic beverages.

Marijuana
Marijuana is a green, brown, or gray mixture of shredded leaves, stems, and flowers of the hemp plant. Cultivated marijuana contains ten times the THC of wild marijuana. THC is the primary mind-altering agent in marijuana and is highly concentrated in the flowering tops and upper leaves of the female plant. 25 percent of the marijuana consumed in the United States is domestically grown.
• Most commonly used mood-altering drug in the United States
• Estimated that 70 million Americans have tried marijuana at least once
• At least 11.1 million Americans are current users
• Average age people start smoking marijuana is under 14 years

What is Hashish?
• Hashish is the dark brown resin from the top of the hemp plant
• It has a higher concentration of THC than the marijuana leaves
• Can be compressed into pills, cakes or extracted into an oil

Physical Effects of Marijuana
• Mainly the central nervous system
• Alters moods, coordination, memory, and self-perception
• Increased usage causes hallucinations, delusions, anxiety and paranoia
• Studies suggest that prolonged marijuana use causes cancer
• Significantly reduces lung functions
• Increases the heart rate and decreases blood pressure

Cocaine
• The strongest natural stimulant
• Obtained from the leaves of Erythroxylon coca
• Thought to be a wonder drug in the 1800’s
• Replaced by Novocain as a local anesthetic

Forms of Cocaine
• Crack and Freebase - made by chemically altering it to a purer, cheaper form suitable for smoking in a pipe.
• Moon rock and Speedball – Cocaine mixed with heroin and smoked in a pipe.
Physical Effects of Cocaine
- Produces a brief, but intense, euphoria followed by severe depression
- Works by stimulating the brain
- Also stimulates the digestive tract, cardiovascular system and central nervous system
- Increased risk of heart attack or seizure
- Increase in blood pressure, heart rate, breathing rate, and body temperature
- Increase risk of hepatitis or HIV through shared needles
- Brain seizures
- Violent, erratic, or paranoid behavior
- Hallucinations
- Loss of interest in food or sex

Narcotics
Doctors prescribe narcotics to relieve intense pain or suppress coughs. Narcotics are derived from the resin of the Asian poppy plant and include:
- Opium
- Morphine
- Heroin
- Codeine
Other narcotics, such as Meperidine, are manufactured synthetically.

Heroin
- Thought to be the most dangerous narcotic today
- Due to low cost it is readily available to high school and college students
- Also called: Black Tar, China White or Mexican Brown
- Accounts for 90 percent of the opiate abuse in the United States
- White powder with a bitter taste
- Can be sniffed or injected

Physical Effects of Heroin
- First time users normally throw up.
- Addicts experience excruciating pain if they don't take heroin
- Tends to relax the user
- The user feels an immediate “rush”
- May go back and forth from feeling alert to very drowsy
- With very large doses, the user cannot be awakened, the pupils become smaller, and the skin becomes cold, moist, and bluish in color
- Breathing slows and death may occur
• The physical dangers of heroin depend on the amount used, the source, and the way it is used
• Users may develop infections of the heart lining and valves, skin abscesses, and congested lungs
• There is the risk of blood poisoning, HIV infection, hepatitis, tetanus, liver disease, syphilis, and malaria due to the use of shared or dirty needles

Methamphetamine

• 9.6 million U.S. residents have used Methamphetamine at least once. This includes:
  o 338,000 individuals between ages 12 and 17
  o 1.5 million between ages 18 and 25
  o 7% of high school seniors used the drug at least once and nearly 2% used the drug in the past month.

History of Methamphetamine

• Discovered by Japanese scientist Ogato in 1919
• Used to treat schizophrenia, depression and Parkinson’s in 1930
• First known lab seized in Santa Cruz, CA in 1963

Major Components of Methamphetamine

• Ephedrine/Pseudo ephedrine-Cold tablets
• Hydrochloric Acid/Muriatic Acid
• Red Phosphorous
• Iodine Crystals
• Sodium Hydroxide
• Solvents, Coleman Fuel, etc.
Signs of Methamphetamine use

- Sudden change of mood or behavior.
- Withdraws from others & changes of friends.
- Unusual hostility, irritable, secretive.
- Visual or auditory hallucinations.
- Loss of appetite.
- Drop in grades.
- Increase in absences and tardiness.
- Excited speech.
- Loss of motivation and interest.
- Intense paranoia.
- Dilated pupils.
- Nausea and vomiting.
- Sudden weight loss.

Stimulants

- Mind-altering chemicals that affect the central nervous system
- Increase alertness, cause excitement, and can promote euphoria
- Commonly referred to as “uppers”
- Common stimulants include: amphetamines; methamphetamine; Ritalin, Adderol

Ritalin and Adderol

- Used to treat ADHD
- Readily available to students by those who have prescriptions
- Abused by being snorted
- Increases the heart and respiratory rates
- Elevates blood pressure and decreases appetite
- High doses can cause rapid and irregular heartbeats, tremors, loss of coordination and exhaustion

Depressants

- Depress the central nervous system
- Can be addictive
- Popularly known as “downers”
- Overdose can cause slurred speech, impaired coordination and irregular breathing
- Heavy overdose can result in muscle spasms, vomiting, convulsions, unconsciousness and death
- Overdose is likely to occur when users mix depressants with alcohol
- The list of celebrities who have died from depressants and alcohol is long:

©NASRO Revised March 2007
John Blushi (comedian) Sid Vicious (rock star), River Phcenix (actor), to name a few.

- The most common depressants are: alcohol, barbiturates, tranquilizers, Rohypnol, Valium

**Hallucinogens**

- Both natural and synthetic
- Distort a person's perception of reality
- Excite the central nervous system and alter the mind
- Causes euphoric feelings
- Can lead to severe depression
- Causes the body temperature and blood pressure to rise
- Distorts sense of direction, distance and time
- Can produce delusions and visual hallucinations
- User may speak of seeing sounds and hearing colors
- Users may also experience flashbacks
- Common Hallucinogens include: LSD, PCP, Peyote, Mescaline, Psilocybin Mushrooms

**LSD (Lysergic Acid Diethylamide25)**

- Best known and most potent hallucinogen
- Made popular during the 1960's
- Commonly referred to as "acid"
- Sold on the streets in tablets, capsules, and as a liquid
- Odorless, colorless and tasteless
- Often added to absorbent materials such as; blotter paper, paper tattoos, sugar cubes and small decorated squares.
- Effects are usually felt 30 to 90 minutes after taking the drug
- Physical effects include: dilated pupils, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth, tremors

**Anabolic Steroids**

- Synthetic variations of the male hormone, testosterone
- Some may have therapeutic value
- Designed to build muscle
- Athletes justify using them by saying they treat or prevent injury and build muscle mass. This is not true! Anabolic steroids do not have anti-inflammatory properties like adrenal steroids
- Recent studies show youth as young as 11 and 12 years old experiment with steroids
- Increasing numbers of teens are turning to steroids for cosmetic reasons
- The use of steroids is not confined to males ---female competitors also feel the pressure to win
They are injected directly into the bloodstream
When steroid use and training stop, muscles fade

Physical Effects of Anabolic Steroids
- Acne and Jaundice
- Swelling of feet or ankles
- Bad Breath
- High blood pressure
- Liver damage and cancer
- Aching joints
- Injury to tendons, ligaments, and muscles
- Insomnia and depression
- Males can experience these additional side effects:
  - Shrinking of testicles
  - Reduced sperm count
  - Impotence and baldness
  - Difficulty or pain urinating
  - Development of breasts
  - Enlarged prostate
- Females can experience these additional side effects:
  - Growth of facial hair
  - Changes in or the stopping of the menstrual cycle
  - Deepening of the voice
  - Reduction in breast size

Inhalants
- Chemical containing products that when inhaled, cause feelings of euphoria or disorientation
- Many of the products can be purchased at any grocery store
- Easy access can encourage abuse
- Studies indicate that one in three children experiment with inhalants
- Typical ages are eight to twenty-two
- Inhalants fall into three main categories:
  - Aerosol sprays
  - solvents
  - anesthetics

Characteristics of a user
- An inhalant is often the first substance a person abuses
- Abusers often suffer from an unhappy home life
- Frequently, abusers have low self-esteem
- Many have friends or siblings who encourage their use of inhalants
Effects of Inhalants

- Similar to the effect of alcohol intoxication.
- The onset is rapid, but subsides within minutes
- Most inhalants are depressants and slow the body’s functions
- Can cause death upon the first use
- Inhaled vapors rapidly reach the brain
- Depresses the central nervous system
- High doses cause dizziness, a floating sensation and hallucinations
- Solvents can cause temporary changes in kidney, liver and bone marrow function
- Appetite reduction
- Heavy sedation caused by these drugs can be characterized by stupor, respiratory depression and unconsciousness, which may lead to death

Warning signs of Inhalant abuse

- Drunken appearance
- Chemical smell
- Weight loss
- Rashes or sores around the mouth or nose
- Flu-like symptoms
- Lack of attention
- Paraphernalia

What to do when a person is using inhalants

- Remain calm. Do not panic
- If you suspect that someone is using inhalants, be frank but not accusatory while discussing the matter
- Do not excite or argue with the person if they are under the influence
- If the person is unconscious or not breathing, call 911
- If the person is conscious, keep him or her calm and in a well-ventilated room.
- Talk with other persons present or check the area for clues to determine what inhalant the person was using
- Once the person has recovered, seek professional help for him or her

II. CLUB DRUGS (Designer Drugs)

- Made from common chemicals in clandestine laboratories
- Exempt, at least initially, from control by DEA regulations
- Skillfully marketed on the street as legal through attractive, exotic names
- Predominately amphetamines
- Can be twice as powerful as cocaine or heroin, yet they cost little to produce
MDMA (Methylenedioxymethamphetamine)
- Known as Ecstasy, Adam, doves, hug, love drug, beans, E, XE, XTC
- Classified as illegal by the DEA
- Very popular among young adults
- Causes hallucinations as well as feelings of exhilaration and excitement
- Combines the punch of amphetamines and LSD
- Primary drug of abuse at “Raves”

Effects of MDMA
- Psychological effects (confusion, depression, sleep problems, severe anxiety and paranoia)
- Nausea
- Chills
- Fainting
- Sweating
- Blurred vision
- Involuntary teeth clenching
- Rapid eye movement
- Permanent brain damage
- Psychotic episodes
- DEATH

“RAVES”
A “Rave” is a party that is usually billed as a “non-alcoholic” event. The problem is that there is always plenty of ecstasy as well as a variety of other designer drugs.

Common locations for “Raves”
- Clubs
- Warehouses
- Stadiums/Arenas
- Auditoriums
- Fairgrounds, beaches, fields

Popular “Rave” Drugs
- Ecstasy
- GHB
- Ketamine
- Rohypnol
- Nitrous Oxide

“Rave” Paraphernalia
- Fairies and Butterflies
- Pacifiers
- Blow Pops
- Whistles
- Gloves
- Glow Sticks
- Bubbles
- Vicks Vapor Rub
- Vicks Inhalers
- Glow Cosmetics
- Dust Masks
- Soft Clothes
Basic School Resource Officer
Course Manual

- Fuzzy Accessories
- Laser key chains
- Handheld Fans
- Flashing watches and jewelry
- Personal Massagers
- Black Lights
- Lots of Bottled Water!!!
- Candy

Ecstasy "Candies"
Candies that are popular for hiding Ecstasy include;
- Tootsie Rolls
- Skittles
- M&M's
- Sweeties
- Smarties

Drug Cocktails
- Ecstasy and Viagra
  ○ Street names for this are: Chex Mix, Kibbles & Bits, Crunchers, Up and Running, Rock and Roll, Kick Start, 4-4-4 or "Triple 4"
- Ecstasy and LSD
  ○ Candy Flipping
- Ecstasy and Ketamine
  ○ Kitty Flipping

III. PREDATORY DRUGS (Used to incapacitate a victim)
Predatory drugs include but are not limited to;
- GHB (Gamma hydroxyl butyrate)
- "GBL"
- Ketamine

- Alcohol (most common)
- Cocaine
- Marijuana
- Rohypnol

GHB
- Colorless, odorless fluid
- Causes intoxication and increased energy
- Usually sold in small plastic bottles
- Characterized as a date rape drug
- Most commonly slipped into a drink
Basic School Resource Officer
Course Manual

- The Drug-Induced Rape Prevention and Punishment act of 1996 makes it a crime to give someone a controlled substance without their knowledge.
- Common slang names of GHB include:
  - G
  - Gamma-OH
  - Liquid E
  - Liquid X
  - Scoop
  - Water
  - Everclear
  - Jib
  - Soap
  - Easy Lay
  - Georgia Home Boy
  - Cherry Meth
  - Women's Vicgra

Effects of GHB
- Lack of inhibition
- Sedation
- Desire to sleep
- Rambling incoherent speech
- Giddiness
- Slurred speech
- Passing out
- Happiness
- Increased energy
- Desire to socialize
- Affectionate and playful
- Enhanced sexual experience
- Silliness

Biological Effects of GHB
- Coma
- Seizures
- Insomnia
- Anxiety
- Tremors
- Dizziness
- Nausea
- Vomiting
- Weakness
- Confusion
- Agitation
- Hallucinations
- Unconsciousness
- Respiratory distress

GHB Paraphernalia
- Water bottles
- Eye droppers
- Nasal sprays
- Vial bottles

Methods of Consumption
- Usually in liquid form
  - Water bottles
  - Mixed drinks
- Powder form
  - Inhaling becoming more popular
Ketamine

- Colorless fluid or white crystallized powder
- Animal anesthetic
- Common slang names include:
  - K
  - Cat Valium
  - Jet
  - Super acid
  - K hole
  - Special K
  - Ketaject
  - Vitamin K
  - KitKat
  - Green

Effects of Ketamine

- Dissociative behavior
- Unconsciousness
- Hallucinations
- Loss of body control
- Body numbing
- Agitation
- Confusion
- Amnesia
- Near death experiences
- Difficulty in communication
- Lowers heart rate
- Depression
- Overdoses can be fatal

Methods of consumption

- Usually in liquid form
  - Mixed with drinks
  - Water bottles
- Evaporated into powder
  - Inhaled
  - Sprinkled on marijuana and smoked

Rohypnol

- Sold in pill or capsule form
- Dissolves in liquid
- Used for sleep disorders
- Illegal in USA
- Common slang names include:
  - Roofies
  - Mind erasers
  - Mexican valium
  - R-2
  - Forget-me-pill
- Ropies
- Roach
- Roll-and-Fall
- Roofenol

Effects of Rohypnol
- Drowsiness
- Confusion
- Impaired motor skills
- Dizziness
- Impaired judgment
- Reduced levels of consciousness

- Amnesia
- If mixed with alcohol:
  - Low blood pressure
  - Respiratory depression
  - Difficulty breathing
  - Coma
Understanding the Addictive Process

History of Addiction

Historically, addiction has been described as:

- Moral Weakness
- Lack of Will Power
- Inability to Face the World
- A Physical Illness
- A Spiritual Illness

A Different Description and Definition

- We have a deep desire to feel happy and find peace of mind and soul.
- At times in our lives, most of us find this wholeness...but then it slips away...only to return another time.
- When it leaves us, we feel sadness...this is one of life's natural cycles...and not a cycle we can control.
- We can either accept these cycles and learn from them or fight them...searching instead for elusive happiness.
- Addiction can be viewed as an attempt to control these uncontrollable cycles.
- Addiction on its most basic level is an attempt to control and fulfill our desire for happiness.

Medical Model of Addiction

- Addiction is viewed as a process that is progressive.
- Addiction is a progressive illness that undergoes continuous development from beginning toward an end.
- A strong comparison can be drawn between addiction and cancer
- All cancers share a similar process...the uncontrolled multiplying of cells.
Examples of Addiction

- Alcoholic
- Food Addict
- Addictive Gambler
- Shoplifter
- Addictive Spender
- Workaholic

Types of Addictive Highs

- Arousal
  - Comes from Drugs.
  - The first few drinks.
  - First few bets of gambling, etc...
  - Causes sensations of intense power and gives feelings of omnipotence.
  - It speaks directly to the drive for power.
  - Makes addicts believe that they can achieve happiness, safety and fulfillment.

The addict eventually becomes dependent on the feeling.

- Satiation
  - The feeling of being full, complete and beyond pain, e.g.,
    - Heroin, alcohol, marijuana, valium, overeating, watching T.V., playing slots.
  - Attractive to addicts by numbing pain or distress.
  - Pain-free state lasts as long as addict remains in the altered mood created by the ritual.

- Fantasy
Stages of Addiction

- Stage I: Internal Change
  - Natural Relationships
  - The Addictive Cycle
  - The Addictive Personality
  - Development of the Addict

- Stage II: Lifestyle Change
  - The Addict’s Behavior
  - Addictive Rituals
  - Inner Struggle
  - People Problems
  - How others react to the Addict
  - Increasing the Addictive Process

- Stage III: Life Breakdown
  - Acting-out breakdowns
  - Logic diminishes
  - Coping is reduced
  - Interacting breaks down
  - The Addict: wanting to be alone
  - The Self: not wanting to be alone
  - Environmental breakdowns
  - Physical signs of breaking down
  - Thoughts of suicide
  - Stuck in stage three

Recovery

- Relapse:
  - Remain cognizant that the addict will on average relapse 4 to 7 times before achieving sobriety.
Family and Addiction

- **Family can affect addiction in the following ways:**
  - Having parents who suffer addiction.
  - Growing up in an abusive family.
  - Growing up in a neglectful family.
  - Families using guilt / shame.
  - Inconsistent families.
  - Death of a family member.

Summary

- The addictions from which people suffer are as different as the individuals.
- The *commonality* is a unique process that leads to a distinct personality – the addictive personality.
- As wide-ranging as their addictions may be, the people affected by them can find an element of the addict in themselves, and it is this side of their personality that leads them into despair and hopelessness.
- Addicted people can rediscover their lost selves and live lives of recovery and abstinence.
- They can overcome the illness that led to the development of the addictive personality and free themselves from the destructive compulsions that once controlled them.

SRO’s dealing with Addictive Behaviors

- Work with chemical dependency specialists and social services.
- Train school staff in recognizing addictive behaviors.
- Work with parent groups and individual parents in recognizing emerging addictive behaviors.
- SRO’s should act in the best interests of the students and school.
Family dinner makes a difference...

"Teens who ate dinner five to seven times a week with their families were 45% less likely to try alcohol, 24% less apt to smoke marijuana and 67% more likely to get A’s compared with kids who never or rarely dined with their families".

Source: National Center on Addiction and Substance Abuse at Columbia University

Referral Sites:

✓ www.projectGHB.org
✓ www.clubdrugs.org
✓ www.antidrug.org
✓ www.theantidrug.com
✓ www.streetdrugs.org

Criteria for Drug Dependence

Jaffe, 1990

- Taking the substance more often or in larger amounts than intended
- Unsuccessful efforts to terminate or reduce drug use
- Large amounts of time spent acquiring or using the drug or recovering from its effects
- Frequent intoxication or withdrawal symptoms
- Abandonment of social or occupational activities because of drug use
- Continued use despite adverse psychological effects
- Marked tolerance
- Frequent use of the drug to relieve withdrawal symptoms
DYSFUNCTIONAL FAMILIES: Identifying and Coping Strategies

Healthy vs. Dysfunctional Families

A dysfunctional family could be any family impacted by a negative influence. For example: single parenting, economic difficulty, alcohol or drug use, mental illness, physical abuse, sexual abuse, or children suffering from other behavior disorders.

A healthy family defined – Healthy families effectively problem solve and can negotiate crisis situations. Healthy families speak clearly.

- They are not rigid in their discussions, nor are they confused and chaotic.
- They tend to agree more often than disagree, and are able to assert themselves without offending others.
- They have a supportive environment and are able to resolve differences.
- They show variation in affect; they can express happiness or sadness to each other.
- They have a good sense of humor and have the ability to laugh at themselves.
- They respect each other’s need for privacy.

Dysfunctional family defined – Dysfunctional families typically have a chaotic power structure.

- Perfectionism – when parents expect their children to behave flawlessly. At the same time, adolescents see their parents as always having the correct answer.
- Ruination – the belief that if the adolescent engages in maladaptive behavior, there will always be catastrophic consequences. Not only will the adolescent’s life be ruined, but also the lives of the other family members. From the adolescent’s perspective, restrictions placed by parents will ruin his or her life.
- Fairness – the belief by the adolescent that parents should always treat him or her fairly and that life should be fair for everyone.
- Love and Approval – based on the concept that no one should have secrets and that everyone should always approve of other’s behavior. If you fail to confide, you are lacking in love for another human being.
- Obedience – the parents’ belief that no matter what they say or do, the adolescent should agree without question.
- Self-blame – the adolescent or parent refuses to accept blame for his or her own mistakes, instead believing that if the other had provided better information or had acted differently, the mistake would not have been made.
Malicious intent – the view that if a person misbehaves, it is done deliberately to hurt other family members. Criticism and constructive feedback are seen as hurtful.

Autonomy - adolescent’s belief that they should be able to do whatever they wish without restrictions. (Robin & Foster 1989)

**Behaviors Associated with Children from Dysfunctional Homes**

Note – These behavioral indicators, in and of themselves, do not necessarily mean a student originates from a dysfunctional home. However, the adage, “an apple does not fall far from the tree” can often be applied to students who exhibit multiple indicators.

- Excessive absence/truancy/tardiness
- Improper, dirty, or ragged clothing
- Extreme fear of parental involvement with discipline issues
  - Has the student run away after a discipline issue
  - Rumors of extreme punishments for minor infractions
- Mood-Swings, excessive anger, inappropriate emotional reactions
- Fatigue, hyperactivity or combination of each
- Regressive academic or emotional behavior
- Needy behavior
- Spending inordinate amounts of time with adults in the building.
- Strong desire to win/seek the approval of the authority figure

**Contributing Factors**

- According to the Department of Justice sons of teen mothers are 2.7 times more likely to be incarcerated than sons of adult mothers.
- Among female delinquents, an estimated 70 percent have a history of sexual abuse.
  - Females are three times more likely than males to have been sexually abused.
- Behavioral problems among 12 – 17 year olds living in cohabitating families is approximately 15.7%
- Behavioral problems among 12 – 17 year olds living with married parents is approximately 3.5% (Acs & Nelson 2002).

**Strategies for Dealing with the Child of a Dysfunctional Family**

- Establish clear guidelines defining the SRO/Student relationship
- Many of these students crave attention. The SRO can quickly find themselves in the role of surrogate parent
- Be cautious of investing large amounts of emotional energy into any given student. Provide appropriate levels of support
  - Establish clear behavioral guidelines
  - Students originating from dysfunctional families may not have a clear idea of socially acceptable norms
- Maintain a balanced approach for males and females.
  - Statistically, males are prosecuted more frequently for delinquent/criminal behavior than females committing the same offenses
  - Seek support from the school and mental health community

**Strategies for Dealing with Dysfunctional Parents**
- Maintain a non-ego approach
  - Dysfunctional parents (and students) are masters at drawing authority figures into conflict situations
- As with the dysfunctional student, establish clear guidelines for appropriate behavior
- Approach the angry, dysfunctional parent with decisions based upon policy or criminal statues, not emotion
- Provide the dysfunctional parent with resources
- Introduce the parent to counselors
- Extend the offer of limited mediation

**Children of Dysfunctional Families**
A basic problem of dysfunctional families is that children do not develop a positive self-esteem. This may be caused by a variety of issues, including but not limited to divorce, mental illness, physical or mental handicap, financial problems, alcohol or drug use. Children of dysfunctional families can often be identified by the following terms:

**Hero**
Always volunteering, responsible, compulsion to always be on top, crave attention and approval, leader of the class, parental with other children, need to help others, bossy, disappointed when losing, depressed and down on themselves, superior when winning, obnoxious, often called “teacher’s pet” by others.

**Dos and Don’ts When Dealing With a Hero**
- Do give attention at time when not achieving
- Do separate the person and his/her behavior
- Do let the youth know it is okay to make a mistake
- Don’t let the youth monopolize conversation or always be first
- Don’t validate his/her worth by achievement only
- Remember, their driving feeling is inadequacy
Scapegoat
Blames, makes peer alliances, acts out, irritating, rigid defiance, irresponsible, teacher puts out in the hall a lot for disrupting class, sent to the principal's office often for breaking rules, talks back to teacher, hardly ever gets work done.

Dos and Don'ts When Dealing With a Scapegoat
- Do let the young person know their behavior is inappropriate.
- Do validate taking the responsibility for anything.
- Do see that he/she is a hurt child; don't get hooked by the anger; don't defend.
- Do set limits; give clear explanations of child's responsibilities.
- Do give clear choices and clear consequences.
- Do help understand that behavior is his/her responsibility; he/she is in control.
- Do use key reminder phrase, "Who's in control right now"?
- Do consistently follow through with consequences.
- Don't feel sorry for them.
- Don't treat them special or give him/her your power.
- Don't agree with his/her complaints.
- Don't take their behavior personally.
- Remember, defiance is a defense for their hurt and guilt.

Lost Child
Wallflower, quiet, never a behavior problem, few if any friends, often creative, often low verbal and written skills, either left to themselves or teased.

Dos and Don'ts When Dealing With a Lost Child
- Do try some individual contact to find out who he/she is.
- Do point out and encourage their strengths, talents.
- Do try to mention interests and often they will talk.
- Do use touch appropriately.
- Do help them build a relationship. There will usually be one young person to whom they are drawn.
- Do encourage working in small groups to build trust and confidence.
- Don't let others answer or talk for them.
- Remember, their primary feeling is unimportance.
Mascot
Funny or distracting, gets class attention, real clown.

Dos and Don'ts When Dealing With a Mascot
- Do show appropriate anger at the behavior.
- Do try giving him/her a job in class with some importance, value, and responsibility.
- Do hold accountable for his/her behavior.
- Do encourage appropriate sense of humor.
- Don't laugh at silly behavior.
- Don't laugh with the mascot; he/she won't take you seriously.
- Remember, the underlying feeling is fear.
SPECIAL EDUCATION / STUDENT RIGHTS

Legal Issues and Rights

The Federal Government passed a law (PL 94-142) in 1975 requiring that ALL learners, regardless of their handicaps, are entitled to a Free and Appropriate Public Education (FAPE). Prior to that, there was no such mandate to educate learners who are handicapped leaving many learners on the outside of the educational system. This legislation is now known as IDEA or the Individuals with Disabilities Education Act. This Federal mandate also requires that learners are educated in the Least Restrictive Environment (LRE). Simply put, this means that learners should be educated to the maximum extent possible with their non-handicapped peers in an environment as close to and/or including the regular classroom.

Important Issues and Terms

Eligibility:

In order to be eligible for special education services a learner must be assessed and meet the criteria established in that state. While the criteria and categories vary from state to state, handicapping conditions generally include the following:

- Deaf
- Blind
- Mental Retardation
- Autistic or autistic like behaviors
- Physical/Orthopedic impairments
- Emotionally Disturbed
- Learning Disabilities (LD)

This last category, learning disabilities, is the most common and makes up approximately 80% of learners in special education. This is also an invisible disability in that there are no obvious signs and is often confused with a lack of motivation, laziness and low ability. In very simple terms, LD means that there is a significant discrepancy between a learner’s ability (intelligence) and their academic achievement. Additionally, this discrepancy must be due to a basic psychological process such as auditory/visual memory, visual processing, etc. in order for the learner to qualify as having a learning disability.
Assessment:

In order to qualify for special education a learner must be assessed. A multi-disciplinary team conducts this assessment. Such an assessment cannot occur unless the parent/guardian provides informed, written consent. When the assessment is complete, an Individual Educational Planning Team (IEP Team) meets to review assessment results, determine eligibility, write goals/objectives and determine placement. Typically the minimum required members of and IEP Team are as follows:

- Parents/Guardians
- Regular Education Teacher
- Special Education Provider
- Administrator or designee

Other members of the team can and should include those who have participated in the assessment and any others who have relevant information to assist in the development of the IEP.

I.Q. Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>135 and higher</td>
</tr>
<tr>
<td>Superior</td>
<td>120-130</td>
</tr>
<tr>
<td>Bright/High Average</td>
<td>110-119</td>
</tr>
<tr>
<td>Normal</td>
<td>90-109</td>
</tr>
</tbody>
</table>

I.Q. Information (cont’d)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Average</td>
<td>80-89</td>
</tr>
<tr>
<td>Borderline</td>
<td>70-79</td>
</tr>
<tr>
<td>Mentally Handicapped</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Individualized Education Plan (IEP)

This is a document that is written by the IEP team and typically contains the following for the learner:

- current levels of performance
- statements of the learner’s strengths and educational needs
- eligibility information including the specific “handicapping condition”
- goals and objectives
- types of special services to be provided including frequency and duration and the extent to which the learner will participate in the "regular education" program

This document must be agreed upon (in writing) by the IEP team in order for services to be provided. IEPs are reviewed at least annually and in some cases more often.
Program/Placement Options:

School districts are required to have a full continuum of placement options available to meet the needs of special education learners. Typical options include but are not limited to the following:

- **Learners being “fully included” in the regular classroom.** This could involve a very disabled learner being in the regular classroom with or without other support services such as an aide. An *itinerant teacher*, one who moves from school to school and visiting the classroom to instruct the children with special needs individually or in a small group, may be involved as well.

- **Learners being “pulled out” of the regular classroom.** In this case a learner would spend the majority of his/her day in the regular classroom but would leave that class for a small portion of the day (i.e. 30 minutes – 2 hours) to receive special education instruction. One form of such services is a *resource classroom* where learners are taught individually or in small groups.

- **Learners being served in a self contained or special day class.** Learners typically spend 50% or more of their school day in such classes. They are often “mainstreamed” into regular classes. This means that learners spend some time, typically less than 50% of their school day, in a regular classroom.

- **Non-Public school** placement involves placing a learner in a private educational facility when the school district does not have an appropriate option in the public setting. This is often done in conjunction with a placement as a residential (therapeutic) setting.

- **Home/Hospital instruction** represents one of the most restrictive placement options. Here, students typically receive their education one on one with a teacher at home or in a hospital setting.

**Discipline:**

Special rules often apply when it comes to disciplining special education students.

- **Suspension:** This involves excluding a student from school for one or more school days. While the specific regulations vary from state to state, typically a regular education student can be suspended up to a total of 20 school days in a school year. However, for special education students, case law dictates that schools must review the appropriateness of suspensions when 10 days of suspension are reached within a school year. The courts have ruled that suspensions beyond 10 days (cumulative) within a school year may constitute a change of placement. Therefore,
at or near the 10th day of suspension for a special education student it is
often a good practice to reconvene the IEP team to review the
appropriateness of the placement, the appropriates or need for a
behavior plan and to determine any relationship that might exist between
the student's handicap and the misconduct. It may be necessary to
refrain from the use of suspension for the remainder of the school year if
the IEP team cannot reach agreement on the appropriateness of
suspension for this particular student.

- Expulsion: This involves excluding a student from a school and/or school
districts for a significant amount of time (i.e. a semester or a calendar
year). Special education students can be expelled but it often involves
some extra steps/consideration. In most cases a special education
student who commits an offense for which expulsion is considered must
first have a "pre expulsion", IEP Team meeting. This often involves an
assessment or at least a review of the student's current status in special
education. At this meeting the following issues are typically discussed and
must be dealt with in order for the expulsion process to move forward.

1) Was the current IEP appropriate and being followed?
2) Did the student understand the consequences of his/her
   behavior
3) Was the student able to control his/her behavior?

If the IEP Team answers "NO" to any of the above items then continued
suspension and/or expulsion is likely not appropriate. If that is the case. the IEP
Team should work to correct any issues and will likely not recommend expulsion.

Summary of Section 504:

Section 504 of the Rehabilitation Act of 1973 is a federal statute that applies to
any and all institutions that receive federal funds, including schools. This is an
anti-discrimination law that requires institutions to provide an equal opportunity
for success for all those in its jurisdiction. Section 504 applies to "handicapped"
individuals, as does IDEA. However, the definition of who qualifies is much
broader under 504 than IDEA. Section 504 defines "handicapped" as...

Having a physical or mental impairment, which substantially
limits one or more major life activities (such as walking, talking
breathing or learning, or having record of such impairment or
being regarded as having such impairment.

This definition can include students with asthma, diabetes, drug
usage, Attention Deficit Disorder, etc. as long as the
impairment substantially limits a major life activity.
Section 504 provides no funding to schools and is considered to be a function of "regular education" rather than "special education." Section 504 requires that identified students have an accommodation plan. This plan is similar to but not necessarily as detailed or specific as an IEP. For example, a 504 plan simply needs to provide "reasonable accommodations" and is not required to include specific goals and objectives as in an IEP. The rules and regulations governing Section 504 are broader and less specific than those under IDEA. Examples of such differences include:

Review of plan:
- IDEA requires a review at least annually. Section 504 requires a "periodic review.

Composition of team:
- IDEA names specific members of team. Section 504 says that the team should be composed of individuals knowledgeable of the student.

Due Process and Jurisdiction:
- The (Federal) Office of Special Education (OSEP) administers IDEA while the (Federal) Office of Civil Rights (OCR) administers Section 504

Students who are eligible under Section 504 typically have the same rights as students covered under IDEA with respect to disciplinary procedures.

Definitions

Children with Special Needs
All children, who, because of permanent or temporary mental, physical, or emotional handicaps requiring individualized attention for educational purposes, need special education. Federal law mandates that they be in the least restrictive environment.

Special Education
Specially designed instruction which meets the unique requirement of a child with special needs.

Itinerant Teacher
Has a consistent schedule, moving from school to school and visiting the classroom to instruct the children with special needs individually or in a small group. They provide materials and teaching suggestions for the regular teacher.

Resource Teacher
This provides services for the children and the teachers in only one school. The child will be enrolled in the regular classroom and is seen by the specially trained
teacher for a predetermined amount of time depending on the severity of the disability.

**Self Contained Classroom**
Typically enrolls fifteen or fewer children with special needs, with a particular diagnostic label such as "behavior disorders". Such children usually spend the day segregated from their peers although there are some cases in which they may be mainstreamed in some classes such as physical education, music, art, etc.

**Hospital or Homebound Instruction**
This involves teaching the child in the hospital or home because of a physical and/or psychological condition. The teacher maintains contact with the child's regular teacher.

** Academically Gifted**
Demonstrate or have potential for outstanding intellectual aptitude and specific academic ability. They may require differentiated educational systems beyond the regular school program such as enhancement or enrichment.

**Autistic**
This is a childhood mental disorder characterized by extreme withdrawal, self-stimulation, and cognitive and perceptual deficits. Autism is a developmental disability which affects verbal, nonverbal, and social interaction.

**Behaviorally or Emotionally Handicapped**
Persons exhibit patterns of inappropriate or immature behavior under normal conditions. They are often a disruption to their own learning process.
- Inability to achieve adequate academic progress, or maintain satisfactory interpersonal relationships.
- General pervasive mood of unhappiness or depression.
- Behaviors could be seen as "normal" except for the duration, frequency, and intensity.
- Require much structure and patience.

**Deaf/Blind**
- Both hearing and visual impairments
- Severe communication problems
- Developmental and educational problems
- Cannot be accommodated in education programs solely for deaf or blind children
Hearing Impaired
- May be handicapped emotionally or developmentally
- May require instructional modifications
- Hearing impaired can mean mild to profound

Mentally Handicapped
- Significant sub-average general cognitive functioning
- Reduced rate of learning
- Deficits in adaptive behavior
- Educational Performance adversely affected

Multi-Handicapped
- A pervasive primary handicap in combination with one or more other handicaps
- This combination causes developmental and educational problems
- Often cannot be accommodated in special programs serving one handicapped condition

Developmentally Delayed
- Generally 3-5 year olds
- Identified as ineligible for kindergarten
- Significant delays in development and/or behavior

Orthopedically Impaired
- Severe orthopedic impairment which affects their educational performance
- May include congenital abnormalities or other causes
- May affect physical and motor development
- Impaired acquisition of skills

Health Impaired
- Chronic or acute health problems
- May have limited strength, vitality, or alertness
- Special education services may be necessary
- May adversely affect educational performance or developmental progress
  Examples:
  - Heart condition
  - Lung disease
  - Tuberculosis
  - Rheumatic fever
  - Nephritis
  - Asthma
  - Sickle cell anemia
  - Hemophilia
  - Epilepsy
  - Leukemia
  - Diabetes
Physically Impaired
- A physically disabling condition or other health impairment
- Requires an adaptation to the student's school, environment or curriculum

Pregnant Students
- Because of pregnancy they require special educational needs
- Special training or medical needs which cannot be provided through regular educational services

Traumatic Brain Injury
- Head injury caused by an external physical force
- Impairs cognitive, communicative, perceptual, behavioral, social-emotional, and/or physical abilities
- Special education required

Visually Impaired
- Functionally blind with little remaining vision and must use Braille or books on tape
- Partially blind may use regular or large type, 20/70 to 20/200 after correction
- Loss of vision impedes development

Speech/Language Impaired
- Disorder in articulation, language, voice, or fluency
- May range from mild to severe
- May be development or acquired
- Interferes with communication, academic learning, social adjustment
- May be primary handicap or secondary to another more prominent handicap

Specific Learning Disabled
- Learning disabled child is simply one who is not achieving up to their potential. He or she must be of average intelligence
- May have difficulties in listening comprehension, oral expression, written expression, reading and/or mathematics
- Processing disorders presumed to be intrinsic to an individual such as acquisition, organization, retrieval/expressing of information/problem solving behaviors

Severely Emotionally Disturbed
- Generally in specialized schools
- Require constant support and contact
- Program and education is constant
Educable Mentally Handicapped (E.M.H.)
This is a person who is mildly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. Measured intelligence generally falls between two and three standard deviations below the mean and the assessed adaptive behavior falls below age and cultural expectations.

Trainable Mentally Handicapped (T.M.H.)
This is a person who is moderately or severely impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. Measured intelligence generally falls between three and five standard deviations below the mean and the assessed adaptive behavior falls below age and cultural expectations.

Severely Emotionally Disturbed
These students are usually either institutionalized or in special school systems in order to receive extra support. A severe emotional disturbance is an emotional handicap, the severity of which results in the need for a program for the full school week and extensive support services.

Attention Deficit Hyperactive Disorder (ADHD)
Members of this hyperactive impulsive group face the greatest risk for coming in contact with the criminal justice system as they approach adulthood. A number of studies show that children with ADHD are as much as 7 times more likely than others to develop an anti-social personality or drug abuse problem in adulthood.

Children with ADHD are not criminals waiting to happen. The greater risk comes to those who develop the anti-social behavior during adolescence. Those with a tendency toward impulsive behavior run a greater risk of coming into contact with the criminal justice system than others. To assist in lowering these risks, early diagnosis and intervention before the child develops anti-social tendencies might be the best comprehensive, long term approach to reducing these contacts.

Officers who believe that a subject suffers from ADHD should be prepared for highly impulsive and unpredictable responses to commands and requests for information. Give only one or two step requests or commands. It will be helpful to be human and animated in your conversations.

Attention Deficit Hyperactive Disorder Statistics
- ADHD is the diagnosed disorder of the 1990's
- In 1993, nearly 2 million children and adolescents were diagnosed or were being treated for ADHD
Symptoms largely stem from impulsive, non-thinking behavior. It reflects an exaggeration of normal behavior; either too much or too little of what should be expected in a given environment.

- The male/female ratio is approximately 6 to 1

- Nearly 80% of children and adolescents with ADHD experience problems with impulsivity, hyperactivity and inattention

**ADHD Symptoms**

Often children with ADHD know what to do, but in the heat of the moment their sense of immediate need overwhelms their limited capacity for self-control. They act, and thus their behavior might be inconsistent and unpredictable. They do not respond well to repetitive, effortful, uninteresting activities. Children with ADHD may have a low threshold for emotional arousal, and may exhibit very strong emotional reactions. As adults they are often labeled as stress intolerant. Children with ADHD often require more immediate, frequent, predictable, and meaningful rewards. They may seek excitement and stimulation, even at the expense of injury to themselves or violating others' rights.

We live in a violent society, and in a time of crisis and social change. There is an intense amount of self-consciousness and awareness of deficiencies among teens with a pre-occupation with peer status. It can be a time of separation from both parents; there are more choices at school, and decisions to be made.

**Case Law**

- **Murrell v. School District #1** - Harassment between two special education students allegedly witnessed by custodian and reported to classroom teachers. The teachers did not inform the female student's parents and allegedly told the student not to tell her mother. Later the student was hospitalized for showing suicidal tendencies at which time the incident came to light.

Among allegations against the district was that the principal did not report to authorities and made no effort to investigate and did not discipline the male student.

The 10th U.S. Circuit Court of Appeals ruled that the district was aware of the assault because teachers, having control of the student harasser, qualified as appropriate personnel for responding. The court found that the school personnel displayed "deliberate indifference."
• **Soper v. Hoben** - This case also represented an alleged assault of a female special education student, but the response was entirely different. When the report was made, the district came up with an improved plan for supervision and then took immediate action.
  1. School officials notified Child Protective Services
  2. Teachers were told to supervise the student more carefully
  3. The student was provided an escort
  4. A meeting was held to discuss the allegations
  5. Windows were installed in classroom doors
  6. An aide was hired for the classroom and bus
  7. Hall pass system was initiated

• **Colvin v. Lowndes County School District** - (Zero Tolerance Policy) the parents of a 12-year-old with suspected ADHD claimed the district violated his due process rights when he was expelled for possession of a knife. The district enforced the Zero Tolerance Policy and imposed a one-year expulsion.

Though the parents did not show their son had a disability, evidence showed that they asked the district for an evaluation. Teachers had also noted his inability to concentrate and poor academic performance.

The court found that the district violated the IDEA and the student’s due process rights. The district knew or should have suspected a disability. It also failed to consider the specifics of the case before it expelled the student and “blindly applied” its zero-tolerance policy.

**Safety Issues for the School Resource Officer**

• Be aware of problem areas and learners

• Assist the administration and faculty on the issue of safety in the classroom
  - *This is the most important function of the SRO in regards to Special Education*

• Be aware of what prescription medications are being used by the learners