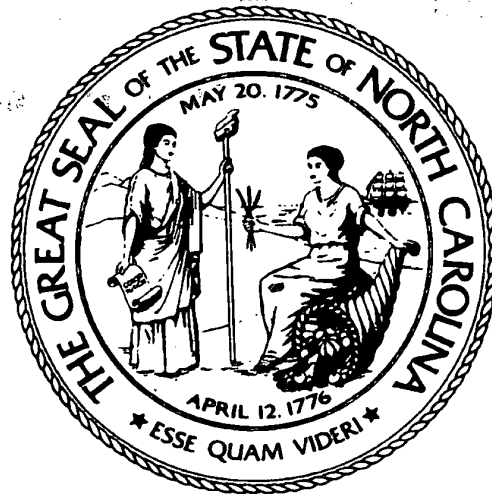


**Starting a School Outreach Program in Your Community:  
An Effective Practices Outline for the  
School Resource Officer Approach**



plus

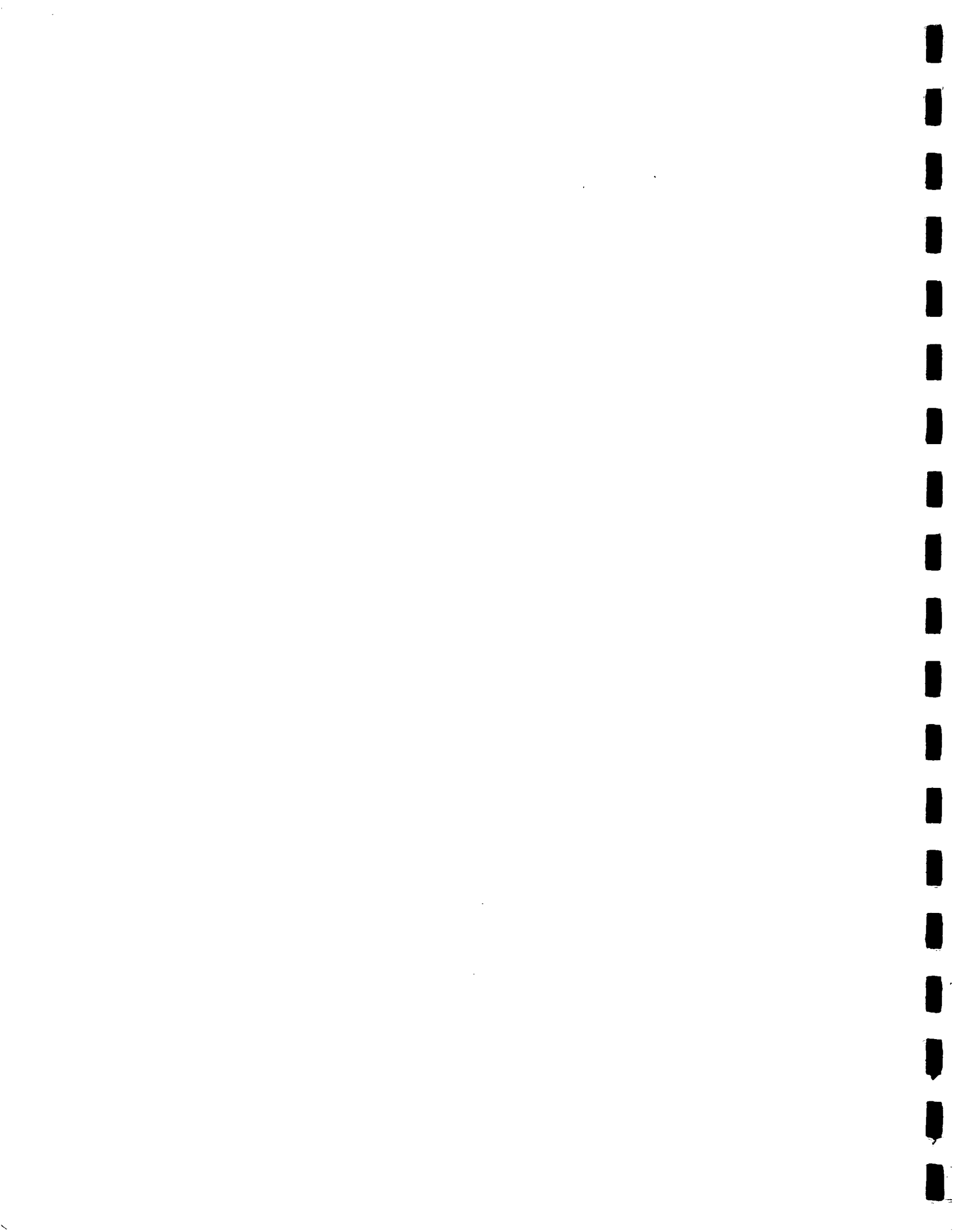
**The Ten Most Commonly Asked Questions About  
School Resource Officers**

**James B. Hunt, Jr.**  
**Governor of North Carolina**

**Linda W. Hayes**  
**Chair**  
**The Governor's Crime Commission**

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**Executive Director**  
**The Governor's Crime Commission**

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**Starting a School Outreach Program In Your Community:**

**An Effective Practices Outline for the**

**School Resource Officer Approach**

**plus**

**The Ten Most Commonly Asked Questions About**

**School Resource Officers**

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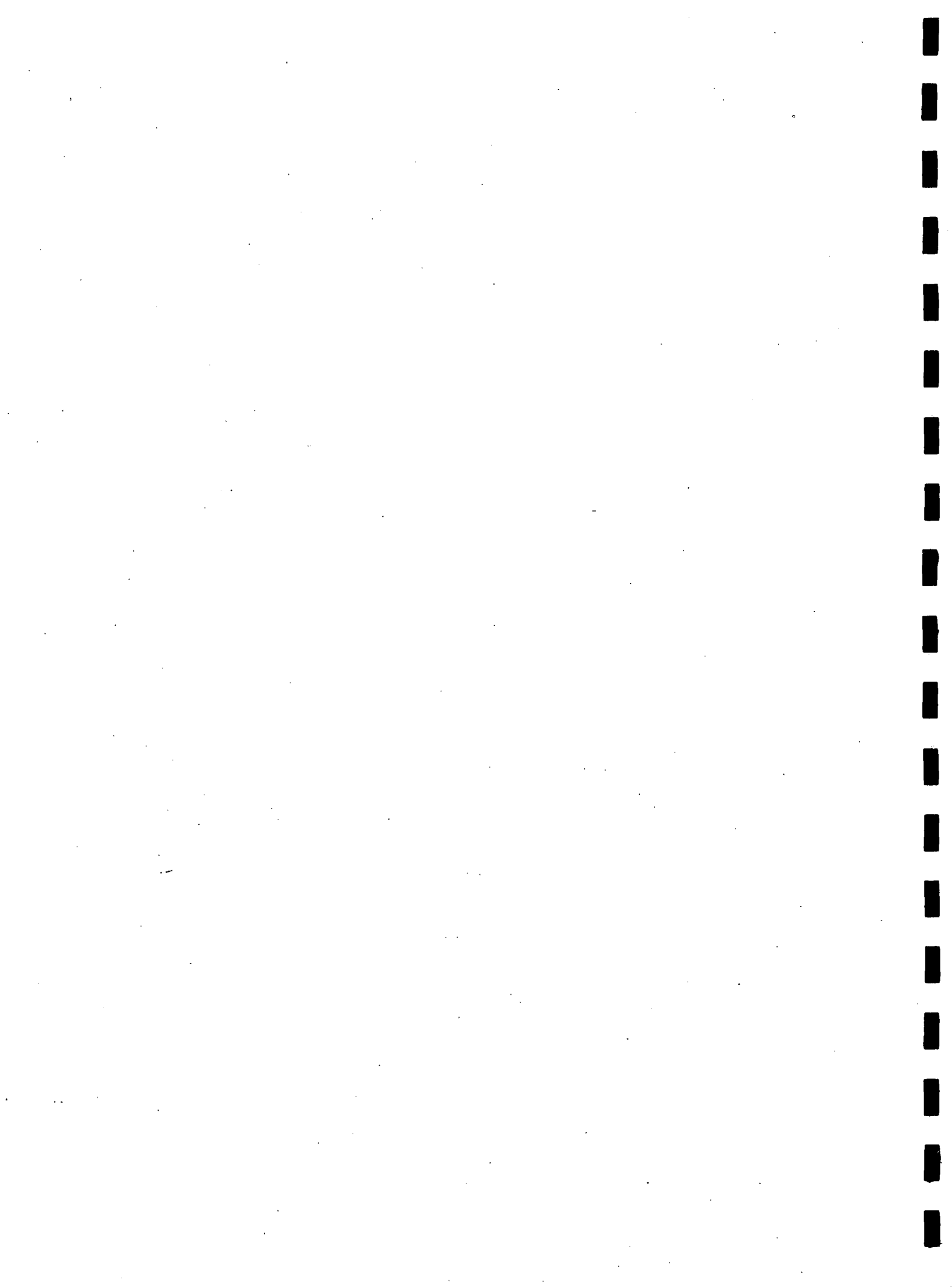
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**April 25, 1995**



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## Acknowledgments

Parents have no possessions more precious than their children and few public policy concerns more relevant than the safety of their children. When parents send their children to school, they believe they are in a "safe haven" in which learning and intellectual growth are the tasks for the day. Unfortunately, the societal violence that we have all come to abhor no longer stops at the schoolhouse door. School violence is growing at alarming rates! It must be stopped! This document is the end product of inter-disciplinary research team's efforts. It expresses the results of our research on school violence, and it outlines a series of "effective practices" designed to prevent school violence in your community.

We have had much support and encouragement along the way and we want, in some small way, to thank those whose vision and hard work are incorporated in the pages that follow. First of all, Jim Klopovic of the Governor's Crime Commission who was among the first public servants in the nation to recognize and help fund a comprehensive approach to school violence prevention. For his vision, hard work, and friendship we thank him. David Jones of the Governor's Crime Commission is thanked for his commitment to quantitative and qualitative program evaluation designed to identify "what works" rather than "what feels good." To Linda W. Hayes, Chair, and William Pittman, Executive Director, of the Governor's Crime Commission for their desire to have an impact on the communities they serve, we are grateful. Dr. Pam Riley, the Director of the Center for the Prevention of School Violence, is an exceptional woman doing an exceptional job for the children of North Carolina.

We also want to thank Dr. Richard Thompson, Interim Associate Vice President, and President C.D. Spangler, Jr., both of the University of North Carolina for their specific and public support for greater involvement by university faculty in endeavors of this type. Endeavors that touch directly on the lives of the citizens of our state. Finally, we want to thank those who are where the "rubber meets the road". Specifically, Chief Harry Dolan of the Lumberton Police Department, an "imposing figure" in the field of community policing by any expression of that term. To Dr. Tony Parker and Officer Michael Thompson of Lumberton Senior High who have shown us how cooperation between law enforcement and the educational community can create the type of public schools we all desire. To Carey Collins, Robeson County's chief juvenile court counselor, whose concern, vision, and energy initiated and have sustained what our research has determined to be a successful community-based response to school violence. And to all of the principals, students, and SROs without whose involvement our research would have been impossible.

Let us conclude by observing that, on many occasions, we have quoted one of our evaluation team, Dr. Ellen Storey Vasu of the NCSU School of Education at North Carolina State University, "A safe and orderly school will not guarantee learning; however, an unsafe and violent school will clearly prevent any real learning from taking place." We believe the effective practices outlined in the document will enable communities to provide their children with safe and orderly schools - schools that are refocused on their real mission, the education of our children.

## **Executive Summary**

The problem of youth violence nationally is pervasive, costly, and growing! This epidemic of youth violence has found its way into our school yards. The Department of Public Instruction's 1991-1992 survey of all the school systems across the state of North Carolina found that 59 percent of the systems reported an increase in violent behavior over the past five years. Schools are among society's most accessible social institutions, and as such, are frequently the first barometers of dramatic social transformations. Unfortunately some of these social transformations are quite disturbing. For example, while the "causes" of youth violence are under considerable scientific dispute, a number of profound social and demographic changes, which are statistically correlated with youth violence, are underway. In the past thirty five years a demographic shift from the nuclear family of the 1950's to an ever increasing proportion of single parent families has taken place. The rate of illegitimacy has grown at an alarming rate. Many new families are headed by females who are at or just above the poverty line. Moreover, in those families in which both a mother and father are present, the dual income family is becoming a modal category, producing a generation of latchkey children. Finally, our nation's children are exposed to a media culture that is enamored with explicit violence.

One clear consequence of the foregoing trends is a "diminished capacity" of many families to deal, in general, with the problems of adolescent development. In fact, some of the factors previously mentioned, poverty, single parent homes, lack of adequate parental supervision, are themselves correlates of delinquency.<sup>1</sup> In other words, inadequate child rearing practices are strong predictors of delinquent behavior; children must learn from their families the ability to exercise self control, that is, the ability to defer gratification in favor of long term projects or

prospects.<sup>2</sup> The diminished capacity of the family to instill these values in some children produces enormous pressures on the public schools. Clearly, some of these pressures are felt in terms of students unmotivated to learn and difficult to discipline and are ultimately expressed in school violence. Significantly, according to a national study of American teachers "students' lack of interest" and "discipline" are two of the most serious problems facing American public education today.<sup>3</sup>

Moreover, while researchers in the area of youth violence differ on the "causes" of youth violence, almost all would agree that youth violence is better addressed "upstream" than "downstream". In other words, youth violence in its more extreme expression, for example, assault, robbery, rape, etc., is usually preceded by a pattern of earlier less serious incidents, for example, truancy. To the extent that society can intervene upstream to divert at risk youth from violence (for example, intervene at the first sign of child abuse) the better the chances are that more serious "downstream" violence will be averted. This upstream intervention approach is both more effective and ultimately less costly. In addition, we cannot wait to discover the "causes" of youth violence. While the causes of youth violence warrant our most serious research efforts, we must deal with the consequences of youth violence in the schools now. To use a medical analogy, if a patient is hemorrhaging we ultimately need to deal with the cause of that hemorrhaging if the patient is to be cured. However, in the short run, we need to apply a tourniquet and stop the bleeding. In a similar fashion, we need public policy programs that prevent school violence now.

Finally, the current concern about "school violence" underscores the inherent incompatibility between real learning and school violence. Educators may disagree about the relative educational merits of computer-assisted instruction, cooperative learning, or large class



sizes. However, no educator would disagree that violence, in all its forms (verbal intimidation to physical attack), is antithetical to the order required for learning to take place.

Our research indicates that in order to deal with both school violence and youth violence in the larger society each community needs to establish a comprehensive school outreach program. This school outreach program is what we call a "WEBNET" to confront the problem. The term webnet combines the concept of a "web" to catch children who will otherwise "fall through" due to the diminished capacity of their families to provide adequate socialization. The "net" portion of webnet is short for network. By network we mean placing into active and continued communication the existing community agencies who have a capacity to impact the lives of these youths. In other words, communities should establish a grass-roots organization sometimes called a youth task force that specifically combines existing community resources (Law Enforcement Agencies, Department of Social Services, the Schools, and the Juvenile Justice System, etc.) into an ongoing task force that meets regularly to attack the problem of youth violence in the community both inside and outside the schools. A community's school outreach program, our research shows, is best placed organizationally under a "comprehensive task force approach" to youth violence. In addition, a successful school outreach will include at its foundation a school resource officer program (SRO). We base the effective practices that follow on our community-based research of SRO programs funded by the Governor's Crime Commission. Among the sites studied and SRO programs visited were Robeson County, Charlotte-Mecklenburg, Wake County, Statesville, Caswell County, Guilford County, and Rowan County. In addition, we conducted more extensive research on-site including a formal organizational design analysis, program effectiveness analysis, and survey research of perceptions

of students and teachers in Robeson County. Finally, we conducted a national computer search on the INTERNET of school violence prevention programs.

**School Resource Officer (SRO) Program:**

A school outreach program is a program that begins with a multi-jurisdictional task force. This multi-jurisdictional task force has representatives across jurisdictions from law enforcement, the schools, the courts, social services, and the community. It represents a "service integration" approach in which different service agencies coordinate efforts to address the issue under consideration.<sup>4</sup> In this instance, the task force is responsible for determining the best way to address school violence in the community. By having representatives of all interested parties, its formulation creates recognition of the fact the school violence in a community is just like other violence in the community; its distinguishing characteristic is *where* the violence takes place. This recognition leads to ownership of the problem of school violence by all of those who are affected by it, which means the entire community. With such ownership comes the desire to try to address the problem of school violence.

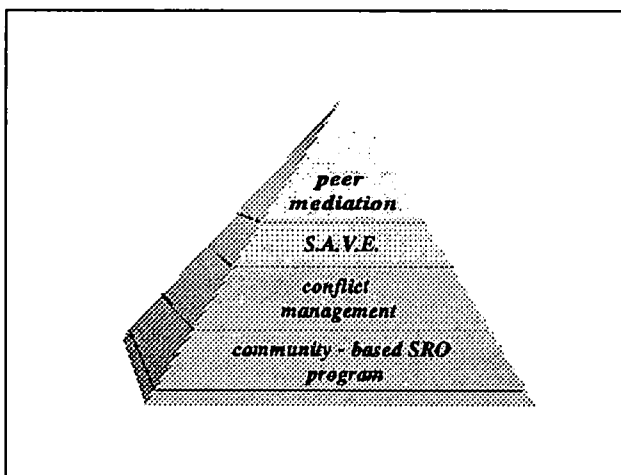
In its most effective expression the SRO program is the basis of a *comprehensive policy focus* that includes an integration of the resource officer's function with the existing social network of the community, specifically, the Department of Social Services, Juvenile Courts, the public schools, and, of course, law enforcement. It is a *community* effort to provide juvenile intervention *before* court action becomes necessary. It is based on a premise that school violence is simply juvenile violence that happens to take place in a school setting. A well designed School Resource Officer program represents a **community-policing effort**, in effect, the school is the

officer's community.

This effective practices outline is designed as a guide to local officials who want to institute a school outreach program as the foundation of a program to combat school violence. The document is a "road map" that communities can use to implement their own SRO program; it offers direction and suggests avoidable hazards along the way to those who are interested in placing school resource officers in their schools.

While the School Resource Officer program is the foundation of what our research shows is the most effective way to combat school violence, many of the North Carolina sites we studied as part of our research **combined related strategies** for combating school violence with their SRO programs. This approach is expressed by what we call the Safe and Orderly Schools (SOS) pyramid illustrated below.

**SOS Pyramid  
(Safe & Orderly Schools Pyramid)**



The SRO program is the foundation upon which communities can build safe schools but can and

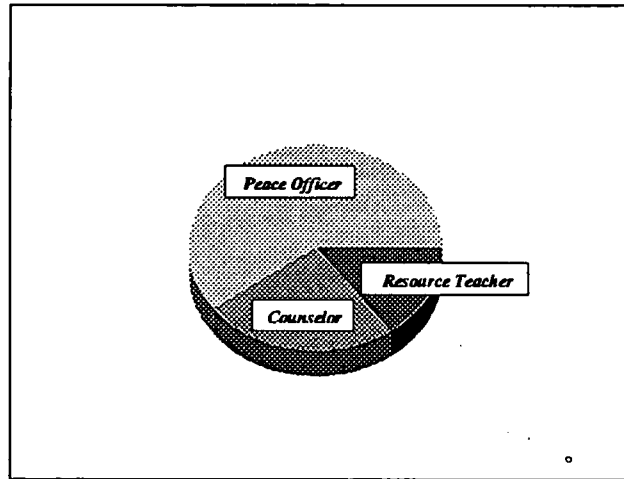
should be enhanced by other violence prevention strategies. These strategies include a wide range of interventions. For example, a whole range of conflict management programs such as crisis management teams, conflict resolution, diversity training.<sup>5</sup> Other violence intervention programs such as S.A.V.E. and peer mediation can and should be added as well.

### **What is the Difference Between a SRO Program and Simply Putting Police on Campus?**

The School Resource Officer Program is a community-policing approach practiced in a school environment. The school is the officer's beat. The exclusive focus on the physical and social territory that is the school is an important aspect of the SRO concept. Unlike the police officer who responds to school problems as a result of a 911 call by the principal, the SRO regards the school as his or her community! He knows its physical design and layout, he is aware of who belongs on campus and who does not, he is the center of many school activities and extra curricular events, he is a classroom resource to teachers in the areas of his expertise, he or she is a member of the school community.

**Our research has shown that not all school with sworn officers on campus have an effective community SRO program.** To be of maximum effectiveness the SRO must be integrated into the school community and play a larger role than that of a typical sworn officer. Specifically, the roles of the SRO are threefold and are expressed in the following diagram.

## Roles of the SRO



The SRO is first of all, a peace officer with the mission of keeping order on campus and with the legal authority to arrest if required. Both these aspects of the peace officer role are important. Without order little learning can take place, and, in the event of criminal activity on campus his ability to intervene immediately can in some cases make the difference between life and death. Secondly, the SRO is a resource to teachers in the areas of law enforcement that have classroom applications, for example, traffic and drug laws. Finally, our research indicates that the SRO can and does play the role of counselor and can frequently use his network of contacts with other community resources to identify problems "upstream", such as child abuse and substance abuse, and to assist students in finding community resources that their families cannot or will not provide. Because the most effective SRO requires skills that go beyond those typically thought of as law-enforcement related, we suggest that all SROs undergo the specialized SRO training

endorsed by the North Carolina Center for the Prevention of School Violence and provided by, for example, the North Carolina Justice Academy.

In the pages that follow, we document the process for starting a School Outreach Program in your community with a detailed discussion of how to implement an SRO program from the bottom up. We provide a section on the ten most frequently asked questions about School Resource Officers. We also provide significant detail and documentation about a variety of factors relating to planning, implementing, and institutionalizing a school outreach program. For example, we have suggested performance evaluation forms for SROs. We have included questionnaires that can be used to document perceptions about changes in school climate. You will find SRO Data Tracking and Incident Reporting Forms, and a Management Information System section that discusses hardware and software needs. These and other attachments are placed under their own table of contents at the back of this document.

The specifics of the program-effectiveness analysis in which we outline our approach to efficiency and effectiveness and which is of more specific interest to program evaluators are included in the final report of our research and not in this document. However, we can state here that this analysis clearly points to the efficiency and effectiveness of school violence prevention programs organized along the lines described in this document as "effective practices."

## Notes

1. Peter W. Greenwood, "Juvenile Crime and Juvenile Justice", p. 113. In **Crime: Twenty-eight Leading Experts Look At The Most Pressing Problem of Our Time.**
2. Travis Hirschi, "The Family", p. 122. In **Crime: Twenty-Eight Experts Look At The Most Pressing Problem Of Our Time.**
3. Louis Harris and Associates. 1984. **The Metropolitan Life Survey of the American Teacher.**
4. See **Comprehensive Service Integration Programs for At Risk Youth: Final Report** by Martha R. Burt, Gary Resnick, and Nancy Matheson, Urban Institute, December 1992, for a complete discussion of "service integration."
5. For a list of major strategies used in North Carolina Public schools see North Carolina Department of Public Instruction, **Annual Report on School Violence 1993-1994 Baseline Year.** p. 23.

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## **Starting a School Outreach Program In Your Community:**

### **An Effective Practices Outline for the School Resource Officer Approach**

Communities need to pursue comprehensive approaches to address the problem of school violence in our society because the problem both comes out of and reflects back into communities. This outline is designed to help communities in their efforts.

Part One of the Effective Practices Outline, **PLANNING A SCHOOL OUTREACH PROGRAM**, provides activities which local officials should undertake if they are interested in applying a comprehensive, multi-jurisdictional approach which is characterized by service integration. It is the basis from which a School Resource Officer program may be implemented, but it is not limited to this application. Its value is that it offers guidelines as to what an entire community can do *as a community* to address school violence.

Part Two of the outline, **IMPLEMENTING THE PROGRAM**, specifically focuses on how a school resource officer program can be conducted. It puts forth what such a program requires based upon research into the successes and failures of currently operating SRO programs. Research indicates that two factors are critical in creating a successful SRO program: the selection process which concludes with the choice of SROs and the relationship between school-site administration and the SROs.

Part Three of the outline, **INSTITUTIONALIZING THE PROGRAM**, broadens the focus back to the larger approach of the school outreach program. It is designed to help local officials maintain and potentially expand such a program so that it becomes an ongoing part of the

- B. Conduct pre-implementation orientation meeting(s) which:
1. Establish general direction and goals of the SOP; for example, to provide our children with safe and orderly environments in which their education may take place.
  2. Establish specific objectives of the SOP: to reduce and prevent incidents of school violence and to develop operational measures of school violence. One such set of measures, which will continue to be available on a statewide basis, is the school violence survey collected by the North Carolina Department of Public Instruction (NCDPI) for all state school systems (See Attachment Two for an example of the form used to collect these measures.). These measures can serve as a **baseline** for school systems and can also be augmented by data collected at the school site; if a School Resource Officer approach is used, for example, the SRO may be responsible for collecting such data.

Because the NCDPI data document **incidents not perceptions** of school violence, our research suggests that an **effective practice** to institute is to do a pre-program survey of students, teachers, and administrators at the beginning of the program. Then, a post-program survey should be conducted at some other point(s) to indicate what impact the program has had. This could be at the end of the school year. These pre-post surveys can provide important longitudinal data that document the change in "school climate" produced by the program (See Attachment Three for examples of pre-post surveys.).

3. Identify potential funding strategies for the SOP. We believe that an **effective practice** is to conceptualize the approach to address school violence as part of a community-policing effort.

With a School Resource Officer approach, for example, the officer should be viewed as either the first step in or an integrated part of a community-policing program. The SRO is a decentralized police professional who has specific territorial responsibility. In addition he or she is expected to be proactive and to play roles that extend beyond simple law enforcement. Therefore, the officer is in many

ways the ultimate community police officer. This conceptual fact is important from the perspective of funding. By placing any approach, School Resource Officer or otherwise, in this context, funding opportunities at the state and federal level may become available.

4. Identify the target populations for the SOP: e.g., general school populations at high and middle school levels. **An effective practice** is to use the school climate survey to isolate the target population. Our research shows that many schools have problems associated with school violence that are not evident in incident reporting alone.
5. Identify the means to achieve the goals and objectives; for example, a School Resource Officer (SRO) program. **An effective practice** to implement is to view school violence as, simply, youth violence that occurs at school. Therefore, there are many potential programs available to address school violence.

We believe that unless a school is secure, other programs used to address school violence will not be effective in the long run. Therefore, the SRO program should serve as the foundation for school violence prevention (See Attachment Four.). Building on this program are such support programs as conflict management, peer mediation, Students Against Violence Everywhere (S.A.V.E). For additional information on these very important additions to school violence prevention contact the **North Carolina Center for the Prevention of School Violence**.

6. Identify the tasks to be undertaken by the SOP so that goals and objectives are achieved.
7. Identify the resources needed to support the identified means and tasks: money; personnel; skills.
8. Develop an organizational structure and decision-making procedures for the SOP and measures to evaluate the program. Again, these measures need to be incident and perception based.

9. Create administrative agreements/contracts governing the service integration which characterizes the SOP. An **effective practice** is to determine, prior to starting any approach, the contractual understanding between the parties involved, particularly law enforcement and the school board. These should be in writing! Since an effective SOP involves actors and resources that by definition are community wide, it is important that all administrative agreements/contracts be in place prior to program commencement. The classic question of how to control a geographically-disbursed operation needs to be answered. Many argue that central control is the only way; however, central control usually impedes field operations. Decentralized control leads to flexibility and greater action by the people working with children but leads to confusion and duplicated effort; how much of each is enough? Another problem is that often a juvenile case begins in a township and immediately leads to the county, across a jurisdictional line. Necessary procedures have to be followed when crossing jurisdictions. The task force needs to spell out the roles and procedures to be followed and the officer's department needs to do likewise with reference to role expectations (See Attachment Five.).
  10. Assess community support for the SOP. This can be informal in the form of a stakeholder analysis or formal by way of a community-wide survey.
  11. Develop media plan to educate community about the SOP. An **effective practice** is to involve the local media who most directly cover crime and community affairs. Their involvement early can be very important in developing community support. The task force, if possible, should have a member of the media involved in some fashion.
  12. Create action committees and assign duties to these committees to facilitate the development of B 1-11.
- C. Develop a working plan for the SOP (from B 1-12) which contains:
1. Statements of general direction and goals of the SOP.
  2. Identification of specific objectives of the SOP.
  3. Outlines of funding strategies to be pursued.

## Effective Practices Outline

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4. Identification of site-specific target populations.
  5. Identification of selected means.
  6. Identification of tasks and performance evaluation criteria.
  7. Delineation of needed resources.
  8. Outline of organizational structure and decision-making procedures for the SOP.
  9. Completion of administrative agreements/contracts.
  10. Assessment of community support.
  11. Media plan to be used to educate the community about the SOP.
- D. Obtain funding for SOP based upon work plan; potential sources:
1. Local funding: a sharing of the costs. Typically, costs are shared between law enforcement and the school board, but other potential sources (e.g., private funding; other local agencies) should not be overlooked.
  2. State funding: grants. Many of the programs which are now in place in North Carolina were started with grant money from the Governor's Crime Commission. A one year start-up grant is the norm with the potential for an additional year of funding. Contact the **Governor's Crime Commission** for information about these competitive grants.
  3. Federal funding: grants. Again, at this writing, the federal government has specific funding for community-policing programs which the School Resource Officer approach, for example, is an ideal candidate.
- If the federal government moves to a block grant funding method, an integrated-service-delivery SOP, involving a task force, an SRO and related school violence prevention programs would be equally strong from a funding perspective.
- E. Educate the community about the SOP in order to create community "ownership" of the SOP. This will involve implementing the media plan.
- F. Establish the implementation task force for the SOP.

## II. IMPLEMENTING THE PROGRAM: A SCHOOL RESOURCE OFFICER PROGRAM

### A. Choose the SROs.

The SRO needs to be interested in working with juveniles, well trained (and experienced), and well equipped. Importantly, the task force and the SROs must support each other with regular, detailed communication. The most **effective practice** is to insure that each SRO works in a service integration mode with other community agencies. This means that the SRO serves as a point from which contacts to these agencies can be initiated. Where administrators and teachers from individual schools openly share information about incidents, especially more serious incidents, such incidents can be prevented. Similarly, the SRO is more effective when he or she works directly with other community service agencies and has an open line of communication with them. This allows the SRO to be proactive and to focus "upstream" before problems reach a critical point. This demand for a close working relationship requires that these agencies be aware of the SRO and his role in the schools.

1. Determine choice process by interested parties in each jurisdiction and school site. It is important to involve all stakeholders in the choice, especially principals. An **effective practice** is to involve the principal in the SRO selection process itself.
2. Set minimum qualification standards which might address:
  - a. Degree requirements. These may need to be higher than for the department in general. However, there is no research-based reasoning to support this position. Nonetheless, the most successful SROs we observed were those with at least some college.
  - b. "Street time" minimum. An **effective practice** is to choose an experienced street officer, although a set number of years experience cannot be realistically identified for all programs. The point to emphasize is that being an SRO requires someone

who has been on the street and knows all its dimensions.

- c. Service record. An **effective practice** is a service record reflective of ability to work with youth. As for community policing in general, this dimension of the job is not necessarily among the typical motivations for those attracted to law enforcement in general.

- 3. **Effective Practice** Almost as critical as the cited qualifications is that the SRO be an officer who volunteers for the program. This leads to the kind of motivation which is necessary to make the program successful.

B. Prepare the SROs.

- 1. Attend formal training programs such as the one provided by the NC Justice Academy. An **effective practice** is to send the officers in the summer prior to their school assignment. If this is not possible, have the officers attend one of the periodically held sessions during the year or, lastly, the summer after the assignment. Being an SRO should be regarded as a specialty like forensics or any other specialized field that requires unique knowledge and techniques.
- 2. Participate in internships with on-the-job SROs once the program is established. Cumberland County operates such an internship program.

C. Sign administrative agreements/contracts among interested parties. It is important that the SRO be assigned to the school full time and that the police department and school staff understand this assignment.

- 1. Tailor to specific jurisdiction and school-site
- 2. Explicitly delineate SRO responsibilities and duties:

Example: Robeson County has a document that delineates the duties and responsibilities of SROs (See Attachment Six.).

D. Integrate the SRO into the school environment.

Our research clearly shows that the SRO's influence increases in proportion to his/her integration into the school community. Initially, the relationships with students are tentative! After the SRO becomes accepted, his/her greatest single asset is his/her relationship with that 90+% of the student body who are in school to learn and who want a safe and orderly environment. They become involved in and accept ownership of the requirements for a safe school. In addition, the students can be important in assisting the SRO in impacting youth and adult violence in the larger community.

1. Define roles and proportions of time.
  - a. Law enforcement. In all probability, the officer will be most comfortable with the role of law enforcement.
  - b. Counselor. Training focused on the counselor role is a part of SRO training but is also available elsewhere. **Contact the NC Center for the Prevention of School Violence.**
  - c. Teacher. **An effective practice** is to develop or acquire a series of teaching modules in areas for which the officer will be called upon to provide classroom resource teaching; for example, traffic, drugs, etc. Such modules are provided as a part of SRO training in places like the NC Justice Academy.
2. Recognize/define role model function.
  - a. For school population. **An effective practice** is for the SRO to tailor his/her role model function to the needs of the students. This again points out that each school and student body are unique and need to be uniquely addressed.
  - b. For community. **An effective practice** is for the SRO to see his/her role model function as one that



comes from the needs of his/her community and reflects back into that community.

3. Recognize/define role as community liaison. **An effective practice** is for the SRO to develop links to community agencies and organizations. It should be noted that these community entities are not always formal social service agencies. In our research we encountered SROs working with a wide variety of community groups.
4. Provide physical space (office) and logistical support (including a Management Information System (See Attachment Seven.)).
5. Introduce and incorporate into school environment (which includes students, teachers, parents, administrative staff, PTA/PTO). **An effective practice** is to place the SRO in close proximity to the principal or administrative staff with whom he/she will need to work. The SRO needs to be integrated into the school physical communication system as well.
  - a. **Effective Practice** Before school begins, a critical step must be taken in that the principal and SRO must interact to discuss expectations and set procedures (See Attachment Eight.).
  - b. **Effective Practice** The first days of school should see the SRO introduced to the entire student body. Usually, this is done at the opening day assemblies; one school used its school television channel to accomplish this.
  - c. **Effective Practice** The first weeks of school should see the SRO introduced in a more personal setting, such as the classroom. Language arts classes usually provide access to all students.
  - d. **Effective Practice** The first months of school should see the SRO offer formal classroom presentations on the role of the SRO. Important to

emphasize in these presentations is that the students should view the SRO as a **resource** for them.

- e. **Effective Practice** The first year of school should see the SRO carrying out the roles of peace officer, counselor, and teacher in ways that best address the needs of his/her school. Our research highlights the fact that each school and student body are unique and therefore must be addressed with attention paid to this uniqueness. The first year is especially critical with reference to this in that it sets the foundation for long-term success or failure.
- f. **Effective Practice** After the first year ends, undertake a first year strategic planning and brainstorming session which involves the principal, SRO, and SRO supervisor, at a minimum. Important in this effort is the development and implementation of special **performance criteria** for the SRO (See Attachment Nine.).
- g. **Effective Practice** The SRO position should be 12 months in assignment to allow for summer training, program development, and community interaction. Training options are typically available in the summer and are critical to the SRO's professional development.

The SRO's ability to develop effective school programs for security, resource teaching, and counseling require program development time.

Finally, the officers need the summer to develop linkages to other community agencies. There are

many agencies necessary to bring help to youthful citizens. Without horizontal, vertical and lateral communication, efforts are fragmented.

- h. **Effective Practice** The first year should evolve into assignment to a particular school for a minimum of three years. Although there is no research which specifically addresses this, such an assignment offers stability and allows the SRO to go through high school with a given tenth grade class.

### III. INSTITUTIONALIZING THE PROGRAM

- A. **Effective Practice** It is critical to hold **ongoing** meetings of the task force and all other interested parties to keep communication lines open.
- B. **Effective Practice** The four "e's" need to be focused upon: evaluation; environment; efficiency; effectiveness. Use of some type of MIS, such as the one discussed in Attachment Seven, will aid this effort.
  - 1. **Evaluation** of the program is a key in the institutionalization process because it oftentimes will provide the facts which are necessary to move the program into permanent existence. Such evaluation may focus on **process** or **impact**. Process evaluation involves examining program activities; for example, the number and type of counseling sessions which the SRO conducts (See Attachment Ten.).

Impact evaluation involves **tracking** of data about the program's impact on school violence incidents. If possible, such tracking should be done daily, weekly, monthly, quarterly, and annually (See Attachment Eleven.). Minimum measures for interested parties (SROs and other intervention officers, courts, schools, county, state) need to be decided and documentation procedures established. The task force should review the data periodically to maintain an ongoing overview of the process and make any necessary adjustments to keep the program directed toward the goal of helping children obtain their education in safe

and orderly environments. One **effective practice** is to design measures from those currently collected over time. An example of such measures would be those required by the NCDPI school violence survey (See Attachment Two.). If measures other than those required by statute are to be collected, they need to be standardized early, tied into an MIS plan (such as the one described in Attachment Seven) and clearly related to measures of program efficiency or effectiveness.

It is important is to recognize that incident data may actually show increases in the number of incidents during the early stages of the program. This occurs because there may be an increase in the detecting and reporting of such incidents. It is therefore critical that enough **program history** be established before the incident data are used to measure the impact of the program. Ideally, pre-program incident data should be available as a baseline for comparison and at least two years of program history should have occurred prior to formal evaluation.

2. **Environment** refers to information collected about "school environment" or "school climate." Surveys of interested parties (for example, students and teachers) should be conducted to gauge the level of school violence which exists in any given school as **perceived** by those interested parties. Additionally, questions about the program and its impacts may be asked to add to the evaluation of the program. Ideally, such surveys should be undertaken before the program begins (as discussed in I.B.2), but if this is not done, post-program surveys can be designed and implemented to measure perceived program impact (See Attachment Twelve for examples of post-program only surveys.).
3. **Efficiency** focuses on the efficient use of resources. Judging any program's efficiency should be undertaken with focus upon how the program addresses the unique needs of the students and schools involved. SROs who are permanently assigned to schools, for example, are seen as being assigned to "where the action is" in many communities. For this reason, this is an efficient exercise of law enforcement resources.

Additionally, instead of school personnel relying on 911 calls and potentially slow response by law enforcement because of the rural locations of some schools, SROs have the capacity to immediately handle situations that arise. Not only will they immediately respond, they may prevent incidents from occurring.

4. Effectiveness may be thought of as overall "program effectiveness" or effectiveness with reference to specific stakeholders. A program's overall effectiveness may be measured in terms of whether or not the goal of the program is being met. Programs implemented to address school violence should be judged in terms of meeting the goal of providing our children with safe and orderly environments in which to obtain their education. Incident data and survey results discussed previously in this outline (III.B.1 and III.B.2) aid in this process.

Effectiveness with reference to specific stakeholders should focus on costs associated with some standard output. This approach in many instances will lead to information which addresses the issue of **cost savings** associated with the program. Assigning SROs to schools is seen as a source of cost savings for the juvenile justice system and, by extension, taxpayers. Such savings come in the areas of costs saved through a reduction in the number of juvenile cases because of the preventive nature of the SRO approach; costs saved by way of improved petition quality which results from knowledge the SRO obtains via his/her school assignment; and costs saved because of reductions in training school admissions which occur, again, because of improved SRO knowledge (For more information concerning this approach, contact the **NC Center for the Prevention of School Violence.**)

- C. Pursue media plan to maintain and generate support for SOP.
- D. Acquire funding.
  1. The second year of funding may be attainable via grant. An **effective practice** is to begin planning for permanent funding as early as possible.

2. Permanent funding. Local support will be critical in the process of acquiring permanent funding. The previously suggested four "e's" which are designed to demonstrate the impact of the program comprise an **effective practice** to be followed toward this end.
- F. Continue training of program actors. Special attention should be given to diversity concerns in the training of program participants (See Attachment Thirteen.). With SROs, continued training may occur at the NC Justice Academy, for example, or through professional SRO organizations. Contact the **North Carolina Association of School Resource Officers** or the **National Association of School Resource Officers** for information.
- G. Expand the program.
1. To all high schools.
  2. To middle schools.

An **effective practice** is to determine early in the program's development where to first allocate resources. With SROs, if a limited number are available, consider where to allocate them through needs assessment surveys or by looking at incident data broken down by school. In many communities we studied, middle schools had more school violence problems than high schools and therefore expansion to middle schools seems to be the next logical and effective step.

## **The Ten Most Commonly Asked Questions About School Resource Officers**

An outgrowth of the workshops we have participated in during our research is the list which follows. It reflects the most commonly asked questions about School Resource Officers with responses based upon the research we conducted.

**1. How should the SROs be selected and what qualifications should the SROs meet?**

Our research suggests that the most successful SRO situations are ones in which the selection process reflects a coordinated effort among interested parties. Law enforcement and school board officials, and most importantly, principals should have input. Screening of applicants and interviewing should take place, and selection should be based upon requirements of some college, a minimum amount of "street time," and a service record which reflects work with youth. Additionally, officers considered for selection should be those who demonstrate a desire to be SROs; in other words, they should be volunteers for the assignment and should not be forced into it.

**2. Should SROs wear uniforms and carry guns?**

There is wide variation in approach with reference to dress but not wide variation concerning guns, although opinions vary intensely on the issue of guns and it is likely to be one of the first questions raised when an SRO program is suggested.

In our research, we found SROs who always dress in uniform, some who always dress in civilian clothes, and many who dress in uniform some days and civilian clothes other days. This choice in most instances is determined by law enforcement officials and the specific SROs and principals who are involved. Many times the unique needs of a particular school will dictate the approach. Schools which have a problem with trespassers are likely to have SROs who wear uniforms as a means of deterrence. Likewise, our research demonstrates that if the SRO is spending a lot of time at a middle school, he or she will find the uniform to be useful in working with younger students. With older students, it may sometimes be viewed as a barrier. In either case, we found

## The Ten Most Commonly Asked Questions About SROs

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that the more critical question to address concerns **who** is wearing the uniform not what the person is wearing.

The issue of carrying guns is one that always receives attention. The variation in approach here is not as great as with uniforms. In almost all instances that we researched, we found SROs carrying weapons; only one was encountered in which the officer did not. The reasoning here was that the principal did not want him to and would have refused the SRO's assignment to his school were he to be required to carry a weapon. This highlights the type of input principals expect with reference to SROs being placed in their schools. It also illustrates that there is concern about allowing **any** weapons on campus, even those in the hands of SROs.

The SROs' responses to this issue tend to be two-fold. First, the point is made that street officers are not required to remove their weapons when responding to 911 calls at schools; therefore, there is no rational reason why they should be required to "check them at the schoolhouse door" because they are SROs. Second, some have made the sad but telling point that they do not want to be unarmed and, as a consequence, have their effectiveness reduced in a circumstance in which the presence of weapons is increasing.

Overall, the SROs view their guns as part of their uniform. Not everyone else holds the same view. This difference in viewpoint will have to be confronted and addressed in any SRO program.

**3. How does the SRO approach fit with other programs, such as conflict management, peer mediation, and S.A.V.E., which are designed to address school violence?**

SROs provide a foundation for other programs which are designed to address school violence (See Attachment Four.). SROs can help coordinate these efforts and have been particularly active in Students Against Violence Everywhere (S.A.V.E.) chapters in North Carolina.

**4. What are the three most critical factors in the successful conduct of an SRO program?**

Three factors are key to a successful program. The SRO assignment, first, must be a **voluntary** one. If not, the officer will not have the kind of motivation that the job requires.



## The Ten Most Commonly Asked Questions About SROs

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This relates to the second key: that the selection process be one that involves law enforcement, school board officials, and, most critically, principals. This will allow the issue of expectations concerning the SRO's duties and the skills needed to accomplish those duties to be addressed early.

The issue of expectations leads to the third key to success: the relationship between the SRO and the on-site administration, especially the principal. This relationship needs to be defined early. Expectations from both perspectives need to be identified. And the relationship itself, in terms of procedures or how the SRO and principal plan to interact, needs to be sorted out. In our research, we found some situations in which these procedures were formal and some in which they were informal and most where they were a combination of the two. The key, again, is that the procedures, along with expectations, be defined early.

### **5. What role does a community task force play with reference to the SRO approach?**

We encountered wide variation with regard to the role played by "task forces" or other organizing entities in our research (Note that the term "task force" is one that some communities find unsettling.). In some places, the role was an early one, primarily involved with needs assessments associated with program initiation. In places such as Robeson County, which was the focus of our research, the task force was critical to program initiation and also critical to program maintenance (See Attachment One for the composition of the Robeson County task force's executive board.).

The critical role the task force fills, overall, is as a coordinating mechanism which allows for communication between and among all interested parties in the community. In many places, it provides a forum for open dialog. In some, it provides some means through which evaluation of program impact may be undertaken.

### **6. How do the relationships between SROs and their principals impact the way SRO programs work?**

These relationships are most important if success in the form of providing safe and orderly educational environments is to be achieved. The expectations of each need to be explicitly defined. In our research, we found that schools in which these expectations were not made explicit were likely to have less positive SRO situations. Conversely, when expectations were identified early and communication concerning those expectations was ongoing, more positive SRO situations existed. Overall, the relationship between the two sets the tone for what is achieved.

## The Ten Most Commonly Asked Questions About SROs

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**7. How is the distinction between "school discipline" and more serious incidents determined?**

In some instances the distinction is clear. For example, where a "zero tolerance" policy towards weapons exists, choices are clear. The problem arises when the distinction between "school discipline" and more serious incidents is not clear. In these situations, the understanding of expectations which must exist between the principal and the SRO comes into play. The principal needs to keep in mind that the SRO is not the school's vice principal for discipline and the SRO needs to understand that his or her role as an SRO is, first and foremost, defined in terms of his or her law enforcement function.

**8. What performance evaluation procedures should be used for SROs?**

The procedures that are typically used by the law enforcement officials are usually the ones used; however, our research found that those involved thought these procedures were inadequate. Although likely to be determined greatly by what those procedures are, the performance evaluation, at a minimum, needs to involve both the SRO's law enforcement supervisor and principal. Attachment Nine offers examples of forms which may be useful in this process.

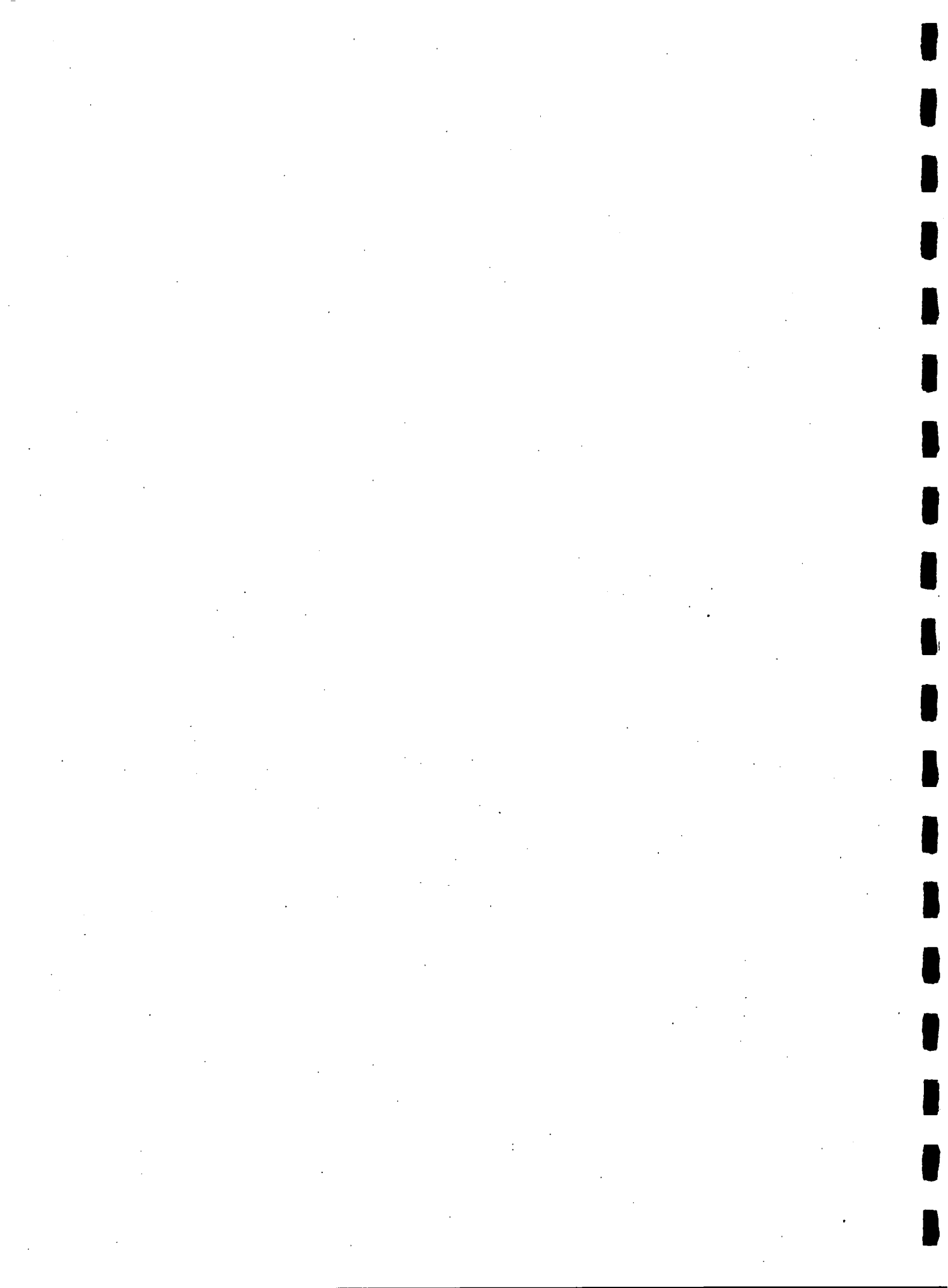
**9. How should the SROs be used during school vacations, particularly summer school?**

The SRO assignment should be a year-round one. Breaks during the school year may be used for security reviews of the schools or to address other site-specific needs. Summer should be reserved for similar activities as well as for training and professional development. Although increasingly SRO training is being held throughout the year, training in the summer does not remove the SRO from the school environment. Additionally, both the North Carolina Association of School Resource Officers and the National Association of School Resource Officers hold their annual meetings during the summer. These provide opportunities for the professional enhancement of the SRO.

**10. What role should the SROs play in extra-curricular activities and how should they be compensated for their involvement?**

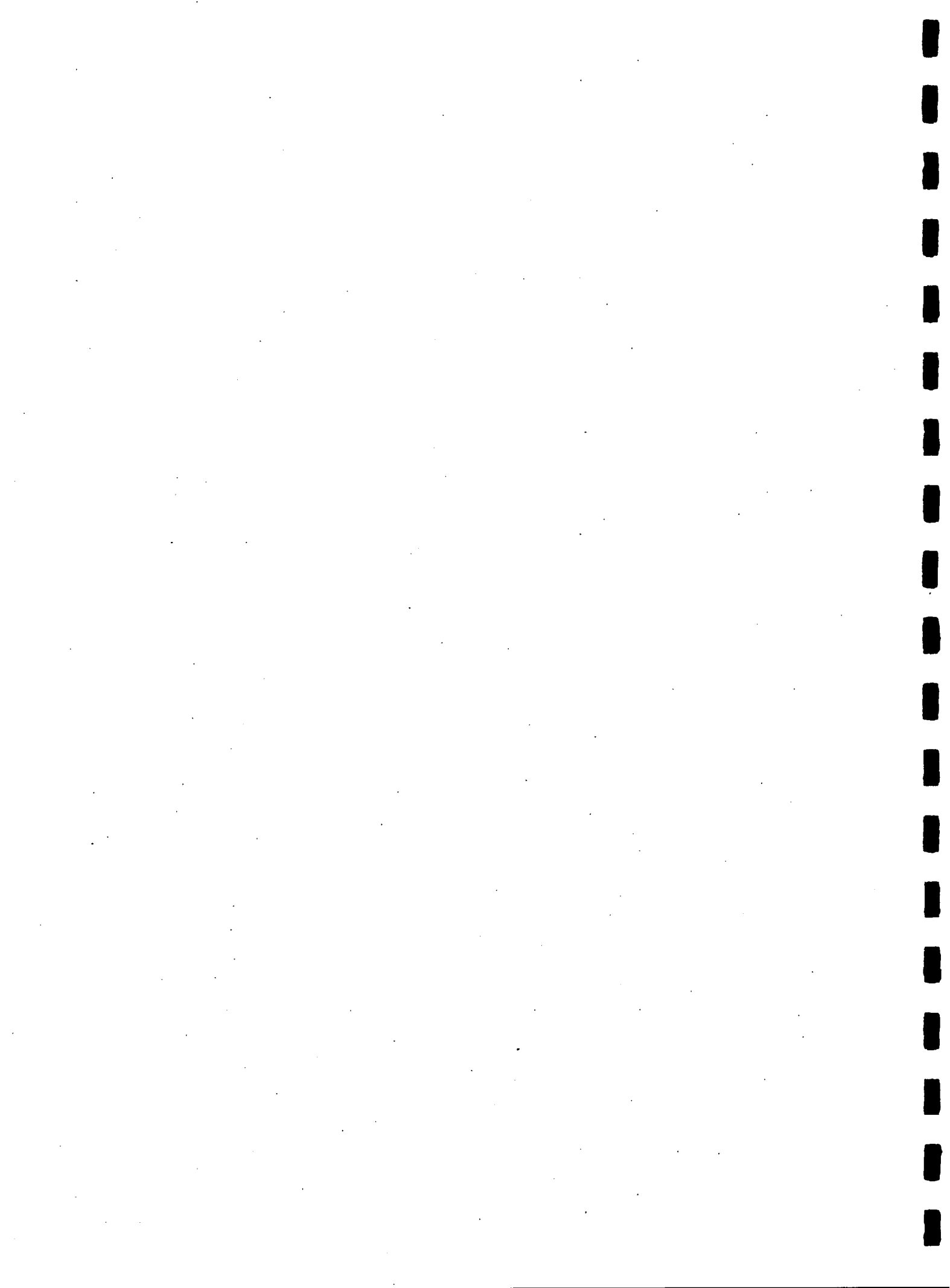
Most of the SROs which we encountered were heavily involved in their schools' extra-curricular activities. Involvement in anti-violence activities, such as S.A.V.E., is common as is involvement with other school clubs. This is viewed as part of the assignment and usually does not entail added compensation.

Often, SROs work security for school sporting events. Such work, because it occurs outside the hours of the typical school day, normally leads to additional compensation for the SROs. The amount and the handling of the additional compensation is usually site specific.



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## **ATTACHMENT ONE**

Attachment One provides an example of the executive board which might exist to direct the actions of a community-wide school outreach program (SOP). It reflects the composition of the Robeson County School Outreach Program (RCSOP).

## **The RCSOP Executive Board Composition**

**The Sheriff's Department**

**Local Police Chiefs Association**

**Court Counselors**

**The Division of Social Services**

**The Local School Board**

**The Judiciary**

**Town Managers**

**A District Attorney Representative**

**A Criminologist**

**A Citizen Member**

**Intervention Officer Group Member**



## ATTACHMENT TWO

Attachment Two provides an example form of the type used to collect school violence data. This was the form used by the North Carolina Department of Public Instruction for 1993-1994. These data serve as baseline data.

Note: The form has been updated for the 1994-1995 collection period.



## **ATTACHMENT THREE**

Attachment Three provides examples of pre-program and post-program surveys.

These were used in Rowan County in North Carolina. The pre-program survey captures baseline data concerning school environment. The post-program survey includes a question concerning the impact of the SRO.

**PRE-PROGRAM SURVEY**

POST-PROGRAM SURVEY

## STUDENT SAFETY QUESTIONNAIRE

**Instructions:** Each Student in your High School is completing this questionnaire. It will ask you questions about safety issues in your school. Your opinion is very important, so please answer each question. Please do not mark your answers on this sheet. You have been given a bubble sheet to record your answers. Please read each question carefully and mark your answer using a pencil and pressing firmly. We appreciate you taking time to answer these important questions.

### Question #1:

*What grade are you in ?*

9th graders: Mark "A" on your bubble sheet.

10th graders: Mark "B" on your bubble sheet.

11th graders: Mark "C" on your bubble sheet.

12th graders: Mark "D" on your bubble sheet.

### Question #2:

*What is your gender? (optional)*

Females: Mark bubble "A"

Males: Mark bubble "B"

### Question #3:

*What is your race? (optional)*

African American: Mark bubble "A"

White American: Mark bubble "B"

Hispanic American: Mark bubble "C"

Native American: Mark bubble "D"

Asian American: Mark bubble "E"

### Question #4:

*Overall, how safe do you feel while in school?*

Completely Safe, I never worry about my personal safety:

Mark bubble "A"

Somewhat safe, but there have been a few times when I felt unsafe:

Mark bubble "B"

Somewhat unsafe, there have been several times when I felt unsafe:

Mark bubble "C"

Very Unsafe, I feel more unsafe than safe while at school:

Mark bubble "D"

### Question #5:

*While at school, have you been a victim of :*

A verbal threat from another student or adult?

If yes, mark bubble "A"

A physical assault from another student or adult?

If yes, mark bubble "B"

Vandalism, either to your personal belongings?

If yes, mark bubble "C"

Theft, either to your personal belongings?

If yes, mark bubble "D"

I have never been a victim of any of the above

Mark bubble "E"

### Question #6:

*Have you ever noticed unauthorized "suspicious looking" visitors during school hours, people you know should not be "roaming" in the school or on school grounds ?*

Yes, I have frequently seen unauthorized people in, or on school grounds.

Mark bubble "A"

Sometimes I have seen unauthorized people in, or on school grounds.

Mark bubble "B"

No, I have never seen unauthorized people in, or on school grounds.

Mark bubble "C"

**PLEASE TURN THIS PAGE OVER TO ANSWER A FEW MORE QUESTIONS**

**Question # 7:**

*How often have you seen anyone at school with one of the following weapons?*

Knife

Mark bubble "A"

Gun

Mark bubble "B"

Club

Mark bubble "C"

Chain

Mark bubble "D"

I have never seen the above weapons at school

Mark bubble "E"

**Question # 8:**

*How safe do you feel in your classes?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question # 9:**

*How safe do you feel in the lunchroom?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question # 10:**

*How safe do you feel while changing from class to class?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question # 11:**

*How safe do you feel while traveling to and from school?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question #12:**

*How safe do you feel while in the school restrooms?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question #13:**

*How safe do you feel while on the school bus?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

I do not ride the bus

Mark bubble "C"

**Question #14:**

*How safe do you feel while at ball games and assemblies?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

**Question #15:**

*Do you believe that organized gangs exist in your school?*

Yes

Mark bubble "A"

Don't know

Mark bubble "B"

No

Mark bubble "C"

**PLEASE TURN TO NEXT PAGE TO ANSWER A FEW MORE QUESTIONS**

**Question #16:**

*I have seen the following drugs in my school (check all you have seen).*

- Marijuana
- Crack/Cocaine
- L.S.D. (Acid)
- Alcohol
- Prescription Medication that was stolen from someone else

- Mark bubble "A"
- Mark bubble "B"
- Mark bubble "C"
- Mark bubble "D"

**Question #17:**

*Where do you think drug deals most often occur at your school?*

- Parking Lot
- Bathrooms
- Cafeteria
- Halls
- I have not seen a drug deal occur at my school.

- Mark bubble "A"
- Mark bubble "B"
- Mark bubble "C"
- Mark bubble "D"
- Mark bubble "E"

**Question #18:**

*Where do you think drugs are most commonly kept at school?*

- Lockers
- Cars
- Under a person's clothing
- In a jacket that is being worn
- In a bookbag

- Mark bubble "A"
- Mark bubble "B"
- Mark bubble "C"
- Mark bubble "D"
- Mark bubble "E"

**Question #19:**

*Do you feel your school's resource officer has made your school safer?*

- yes
- no

- Mark bubble "A"
- Mark bubble "B"

**Question #20:**

*What school do you attend?*

- East Rowan
- North Rowan
- Salisbury
- South Rowan
- West Rowan

- Mark bubble "A"
- Mark bubble "B"
- Mark bubble "C"
- Mark bubble "D"
- Mark bubble "E"



## STUDENT SAFETY QUESTIONNAIRE

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*What is your gender? (optional)*

Females: Mark bubble "A"

Males: Mark bubble "B"

### Question # 3:

*What is your race? (optional)*

African American: Mark bubble "A"

White American: Mark bubble "B"

Hispanic American: Mark bubble "C"

Native American: Mark bubble "D"

Asian American: Mark bubble "E"

### Question # 4:

*Overall, how safe do you feel while in school?*

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Somewhat safe, but there have been a few times when I felt unsafe:

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Mark bubble "C"

Very Unsafe, I feel more unsafe than safe while at school:

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### Question # 5:

*While at school, have you been a victim of :*

A verbal threat from another student or adult?

If yes, mark bubble "A"

A physical assault from another student or adult?

If yes, mark bubble "B"

Vandalism, either to your personal belongings or to your car?

If yes, mark bubble "C"

Theft, either to your personal belongings or to your car?

If yes, mark bubble "D"

I have never been a victim of any of the above

Mark bubble "E"

### Question # 6:

*Have you ever noticed unauthorized "suspicious looking" visitors during school hours, people you know should not be "roaming" in the school or on school grounds ?*

Yes, I have frequently seen unauthorized people in, or on school grounds.

Mark bubble "A"

Sometimes I have seen unauthorized people in, or on school grounds.

Mark bubble "B"

No, I have never seen unauthorized people in, or on school grounds.

Mark bubble "C"

PLEASE TURN THIS PAGE OVER TO ANSWER A FEW MORE QUESTIONS

Question # 7:

*Have you ever seen anyone at school with one of the following weapons?*

Knife

If yes, mark bubble "A"

Gun

If yes, mark bubble "B"

Club

If yes, mark bubble "C"

Chain

If yes, mark bubble "D"

I have never seen the above weapons at school

Mark bubble "E"

Question # 8:

*How safe do you feel in your classes?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question # 9:

*How safe do you feel in the lunchroom?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question # 10:

*How safe do you feel while changing from class to class?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question # 11:

*How safe do you feel while traveling to and from school?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question #12:

*How safe do you feel while in the school restrooms?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question #13:

*How safe do you feel while on the school bus?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Does not apply to me because I drive to school

Mark bubble "C"

Question #14:

*How safe do you feel while at ball games and assemblies?*

Safe

Mark bubble "A"

Unsafe

Mark bubble "B"

Question #15:

*Do you believe that organized gangs exist in your school?*

Yes

Mark bubble "A"

Don't know

Mark bubble "B"

No

Mark bubble "C"

Question #16:

*What school do you attend?*

East Rowan:

Mark bubble "A"

North Rowan:

Mark bubble "B"

Salisbury:

Mark bubble "C"

South Rowan:

Mark bubble "D"

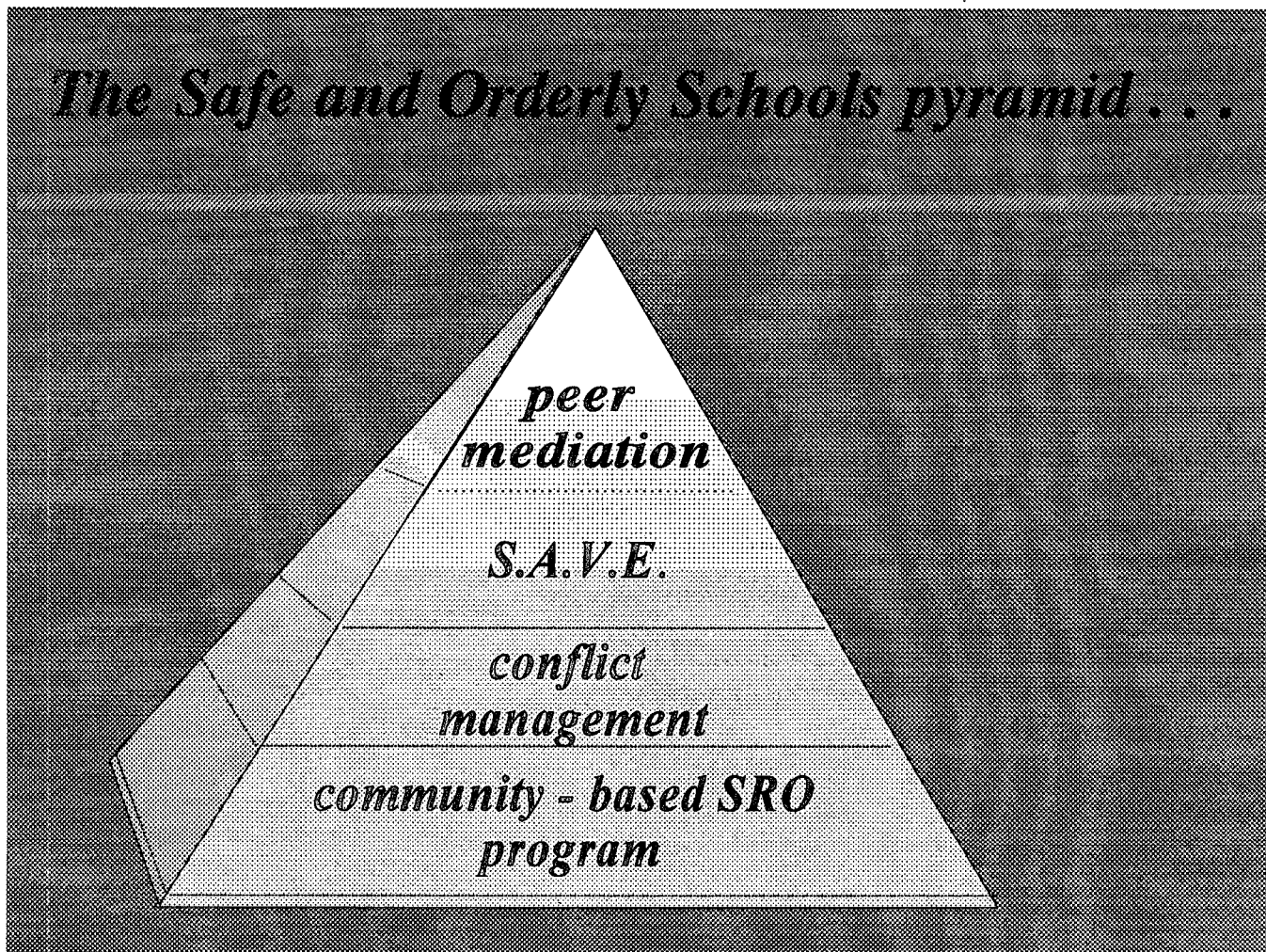
West Rowan:

Mark bubble "E"

## **ATTACHMENT FOUR**

Attachment Four provides the Safe and Orderly Schools pyramid which makes the point that SROs can serve as the foundation for school violence prevention. Other school violence prevention strategies can build upon the SRO foundation in any given school's effort to meet its own needs in the area of school violence.

*The Safe and Orderly Schools pyramid . . .*



## **ATTACHMENT FIVE**

Attachment Five provides an example of how Orlando, Florida, spells out the duties and responsibilities associated with being an SRO.

## ATTACHMENT

1. The police agency shall furnish law enforcement officers employed by Police Agency to serve as police school resource officers assigned to public schools in the Orange County school district.
2. The aforesaid police school resource officers shall each meet or exceed the following qualifications:
  - Minimum of two years of college and four years experience in law enforcement operations or four years of college and two years in law enforcement operations. Preferably at least one of the years in law enforcement operations should be in the local jurisdiction.
  - Certified by the State of Florida as a law enforcement officer.
  - Must possess a valid and current Florida Teaching Certificate or have submitted to the Florida Department of Education a completed application demonstrating that the applicant is qualified for the issuance of such certificate (Public Service 7).

### 3. Instructional Responsibility

Police school resource officers assigned to elementary schools shall teach the DARE (Drug Abuse Resistance Education) curriculum in fifth grade classes and other grades as appropriate in their assigned schools.

Police school resource officers assigned to middle schools shall each teach two regularly scheduled classes of "Exploration of Public Service Occupations" including such topics as:

- 1) Police and their role in society
- 2) Laws
- 3) Juvenile and adult criminal justice systems
- 4) Career opportunities in law enforcement

These classes will be taught to sixth and/or seventh grade students. Different groups of students shall be taught in successive nine-week sessions..

Police school resource officers assigned to high schools will instruct specialized short-term programs by invitation of the principal or a member of the faculty.

Each school resource officer's work year will follow that established by the school board for 10-month teachers.

Any exceptions to the instructional responsibilities outlined above must be mutually agreed upon by the school board's assistant to the superintendent for administrative services, the law enforcement agency and the individual school principal.

4. Police school resource officers shall be certified law enforcement officers, as defined in Section 943.10(1), Florida Statutes, who are employed by a law enforcement agency as defined in Section 943.10(4), Florida Statutes. Their powers

and duties as law enforcement officers shall continue throughout their tenure as a school resource officer.

School resource officers shall abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment.

5. Additional Duties and Responsibilities:

- a. Police school resource officers will develop expertise in presenting various subjects such as understanding the laws, the police officer, and the police mission.
- b. Police school resource officers will encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.
- c. Police school resource officers are not school disciplinarians. If the principal believes an incident is a law violation, he shall contact the police school resource officer who shall then determine whether law enforcement action is appropriate.

Suspended or disruptive students may be transported by police school resource officers only with the approval of the officer's supervisor.

- d. Police school resource officers will attend meetings of the school's parent and faculty groups to solicit their support and understanding of the police school resource program and to promote awareness of law enforcement functions.
- e. Police school resource officers will make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. Nothing herein requires that confidential information obtained pursuant to Chapter 39, Florida Statutes, be disclosed.
- f. Police school resource officers will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. They will make referrals when appropriate.
- g. Police school resource officers and the principal of the school to which they are assigned shall confer when appropriate to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

Police school resource officers are not to be assigned duties regularly assigned to school personnel such as lunchroom or hall duty. Nothing, herein, is intended to preclude the officer from being available in areas where interaction with students is expected.

- h. Should it become necessary to conduct formal police interviews on a school campus with students or staff, the police agency's personnel shall abide by school board policy concerning such interviews.

- i. **Police school resource officers shall take law enforcement action as necessary. As soon as practicable, though the resource officer will notify the principal of the school to which he is assigned about any law enforcement activity undertaken on that school's campus.**

**At the principal's request, the officers will take appropriate law enforcement action against intruders and unwanted guests who appear at school and school-related functions. Whenever practicable, the officer shall advise the principal before requesting additional enforcement assistance on campus.**

- j. **Police school resource officers will give assistance to other police officers in matters regarding the resource officer's school assignments whenever necessary.**
- k. **To promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school-related programs, and to build support with students, police school resource officers will, whenever possible, participate in or attend school functions.**
- l. **Police school resource officers will reaffirm their roles as law enforcement officers by wearing their uniforms a minimum of one day a week, unless doing so would be inappropriate for scheduled school activities. The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.**



## **ATTACHMENT SIX**

Attachment Six provides Robeson County's delineation of the duties and responsibilities of SROs.

## **PUBLIC SCHOOLS OF ROBESON COUNTY**

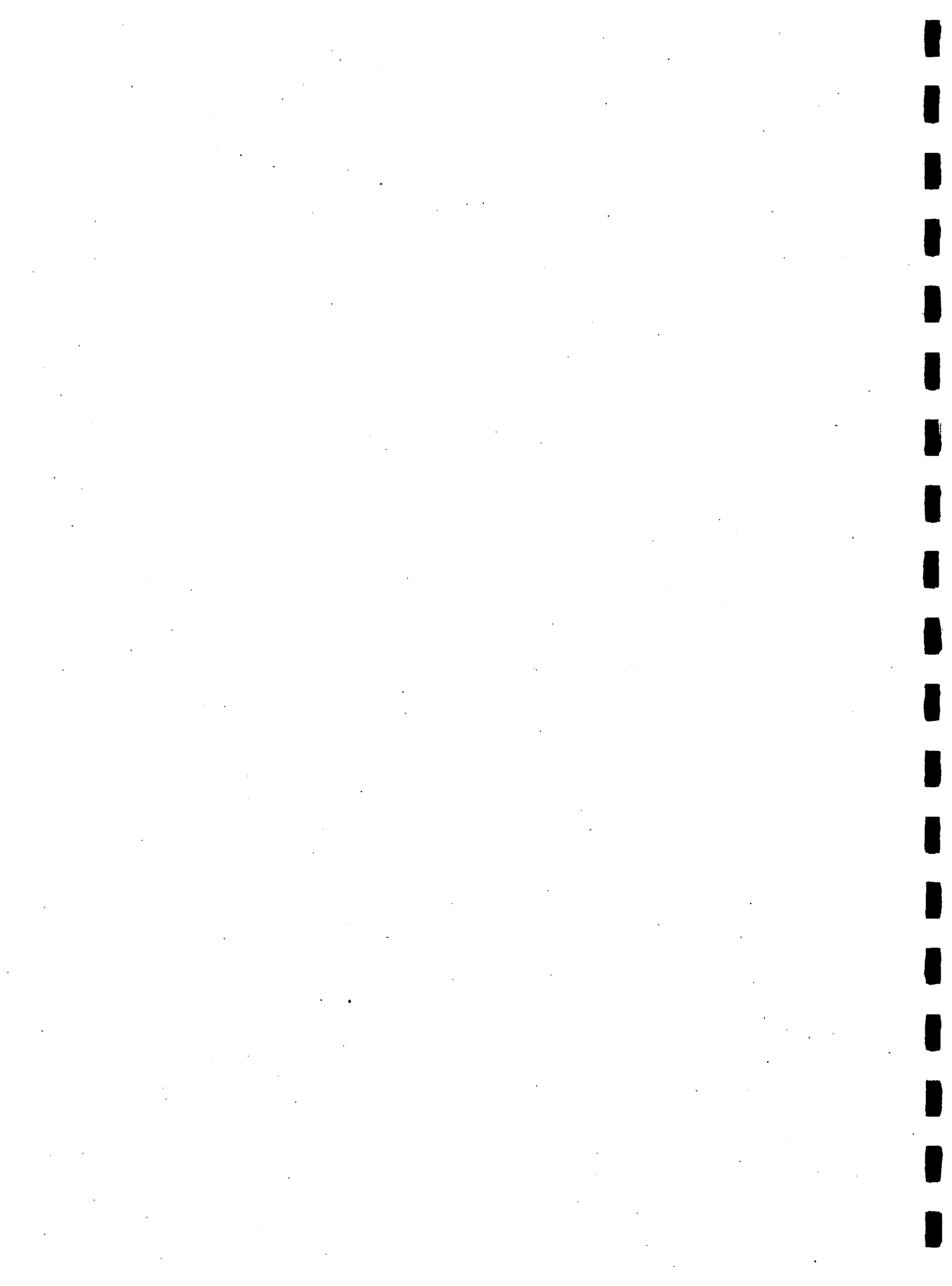
### **DUTIES AND RESPONSIBILITIES OF SCHOOL RESOURCE OFFICERS**

#### **SCHOOL RESOURCE OFFICERS SHALL:**

1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision.
2. Refrain completely from functioning as a school disciplinarian. If the principal believes an incident is a law violation, he shall contact the police school resource officer who shall then determine whether law enforcement action is appropriate.
3. Develop expertise in presenting various subjects such as understanding the laws, the police officers, and the police mission.
4. Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.
5. Attend meetings of parent and faculty groups to solicit their support and understanding of the police school resource program and to promote awareness of law enforcement functions.
6. Make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. (Nothing herein requires that confidential information obtained be disclosed).
7. Serve as a member of the school student services committee and will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc, and may make referrals when appropriate.
8. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.
9. Perform duties as determined by the principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing, herein, is intended to

preclude the officers from being available in areas where interaction with students is expected).

10. Abide by school board policy concerning interviews should it become necessary to conduct formal police interviews with students or staff on property or at school functions under the jurisdiction of the Public Schools of Robeson County.
11. Take law enforcement action as necessary and notify the principal of the school as soon as possible, whenever practicable advise the principal before requesting additional enforcement assistance on campus and undertake all additional law enforcement responsibilities at the principal's direction.
12. Give assistance to police officers in matters regarding the duties of resource officers whenever necessary.
13. Promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school-related programs, and to build support with students, police school resource officers will, whenever possible participate in or attend school functions.
14. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties).
15. Coordinate with the principal for extra duty security and be responsible for security and law enforcement activity at extra-curricular events as determined by the principal.
16. File reports as required by the Robeson County Juvenile Task Force.
17. Obtain approved purchase order from Robeson County Juvenile Task Force before charging materials or supplies.



## **ATTACHMENT SEVEN**

Attachment Seven offers information concerning the type of management information system (MIS) which might be useful for tracking data for an SRO program.

# MANAGEMENT INFORMATION SYSTEM

## Purpose of Information Tracking

Program and personnel evaluation are two reasons for tracking program information. School violence prevention programs require incident-based information to determine impact. SROs require performance evaluation measures that are different from those required of other law enforcement officers. Thus, job pertinent information must be collected to evaluate SROs. In short, accurate assessment of programs and personnel is difficult without data. An efficient way to record and maintain program information is on some form of computer technology.

## Tracking SRO Performance: MIS Software and Hardware

A management information system is a feedback mechanism that provides managers with information on how their programs are doing. The type of system of interest here is an information tracking system, particularly a system to track information on the effectiveness of SROs. A good system includes outcome measures, tracks multiple measures, and provides both short term and long term feedback.

Once the information that is to be collected is identified, it is appropriate to set up the tracking system. The most efficient way to collect and analyze information is on a computer. Computer systems range in complexity. Some systems consist of hundreds of terminals linked to a mainframe computer while other systems may consist of one computer and one user. The costs associated with each type of system can range from millions of dollars to just a few hundred. When selecting a computer system, each organization needs to consider how many people will need access to the information and what kinds of reports/analyses they require.

For example, the Charlotte-Mecklenburg School District needs a very large system. It has SROs working in many schools. It is beneficial for school system administrators to have easy access to each SRO's data. Easy access allows for comparison and aggregation of data. Charlotte is fortunate in that it can use its existing computer system to track school violence information. Its existing system includes two mainframes and terminals at each school linked to a mainframe. The system allows administrators to create system-wide reports and monitor specific sites.

Clearly the needs of Charlotte-Mecklenburg are greater than most school districts. A reasonable system for most school districts is a computer for each SRO (located in the host school) and one at a central location for data gathering purposes. The following example offers a "best case scenario" for a computer-based information tracking system.

### **Best Case Scenario**

Every SRO has unlimited access to a computer and a printer. At a minimum, this computer should be a model 486 with 4 megabytes of memory. Prices for a 486 range from \$650 to \$1800. A school administrator can purchase a 486-SX 25 for as little as \$800. Printers range in price from \$100 to \$2000 (1995 prices).

For reporting and aggregating information, the computers share information with each other. This can be accomplished several ways; make a computer network, use modems, or pass information on diskettes. Networking computers includes connecting SRO terminals with cables to one central terminal. Networks are not feasible if the central computer and the SRO computer(s) are not in the same building or very close. Establishing a network can be expensive.

Modems use phone lines to pass data from one machine to another. Modems are very inexpensive, \$25-\$200, and easy to use. Finally, SROs can save their information on a diskette and give it to the administrator for aggregation. Sharing diskettes is by far the least expensive way to share information. A diskette can cost less than \$1.00. However, passing diskettes is the slowest way to share information.

Each SRO uses the same computer software package to report his/her information. This is a good way to ensure consistent information gathering among SROs. Store-bought computer data managers cost \$79 to \$500. Charlotte-Mecklenburg uses *FoxPro for Windows* to run its entire district-wide data base. This software costs \$99 at most computer software retailers.

Finally, SROs receive training on how to use the computer tracking system. Costs associated with training will vary according to the level of computer expertise among SROs. A good system is not harder to use than filling out a paper report and filing it.

### **A Final Word**

Our research made clear to us that the "best case scenario" does not exist in most places. In many instances, SROs do not even have an office to call their own, much less a computer. Still the importance of a management information system should not be overlooked. It is useful in any effort to evaluate the SRO because it helps systematize the data collection process so that evaluation can take place by the SRO himself or herself or by other interested parties.



## **ATTACHMENT EIGHT**

Attachment Eight offers Cumberland County's delineations of the "Duties and Responsibilities of SROs." It is important that these be made clear from the SRO program's outset.

## CUMBERLAND COUNTY SCHOOLS

### DUTIES AND RESPONSIBILITIES OF SCHOOL RESOURCE OFFICERS

#### SCHOOL RESOURCE OFFICERS SHALL:

1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision.
2. Develop expertise in presenting various subjects such as understanding the laws, the police officers, and the police mission.
3. Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.
4. Refrain completely from functioning as a school disciplinarian. If the principal believes an incident is a law violation, he shall contact the police school resource officer who shall then determine whether law enforcement action is appropriate.
5. Attend meetings of parent and faculty groups to solicit their support and understanding of the police school resource program and to promote awareness of law enforcement functions.
6. Make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. (Nothing herein requires that confidential information obtained be disclosed).
7. Serve as a member of the school student services committee and will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc, and may make referrals when appropriate.
8. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.
9. Perform duties as determined by the principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing, herein, is intended to preclude the officer from being available in areas where interaction with students is expected).

10. Abide by school board policy concerning interviews should it become necessary to conduct formal police interviews with students or staff on property or at school functions under the jurisdiction of the Cumberland County School Board.

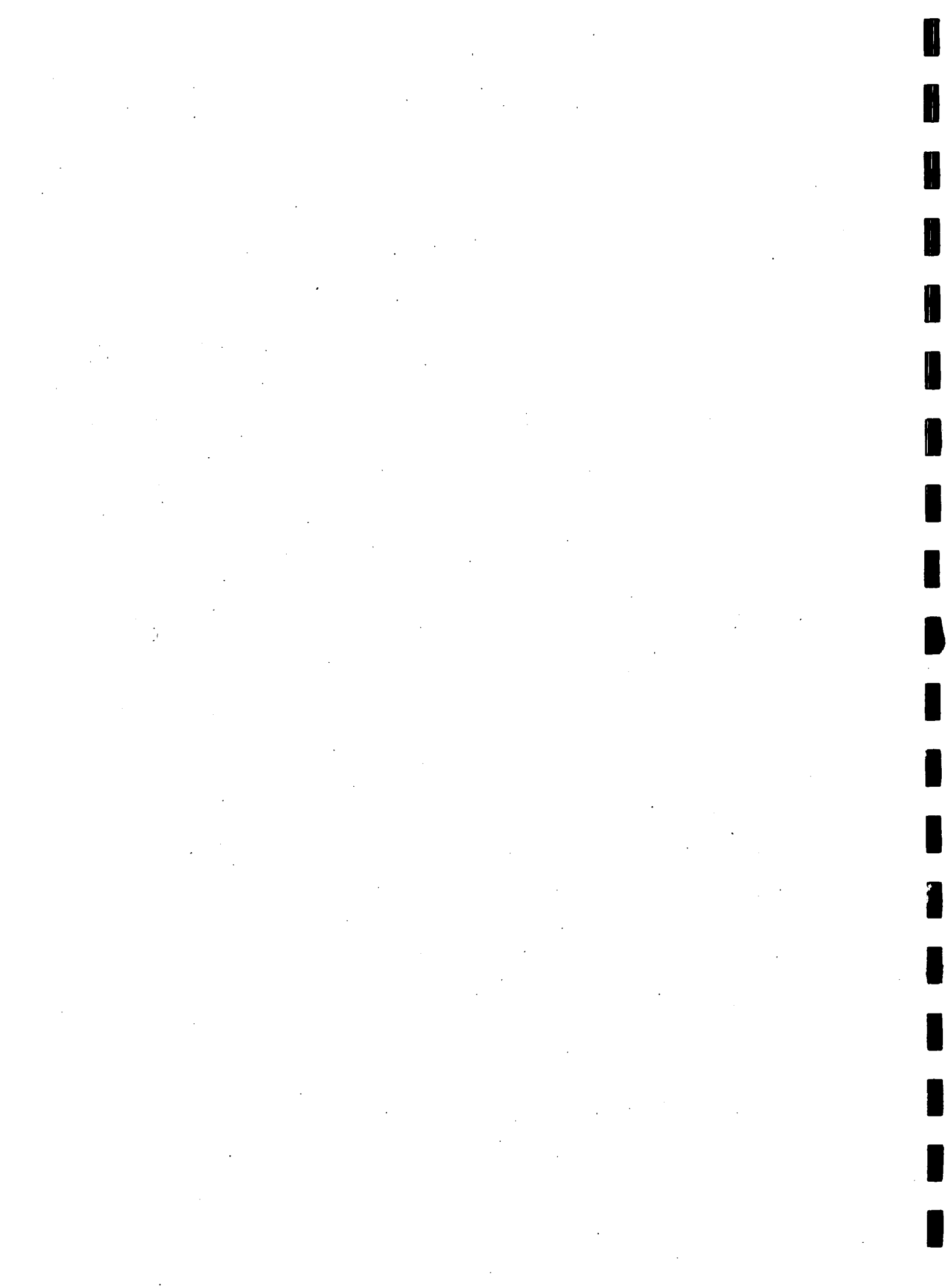
11. Take law enforcement action as necessary and notify the principal of the school as soon as possible, whenever practicable advise the principal before requesting additional enforcement assistance on campus and undertake all additional law enforcement responsibilities at the principal's direction.

12. Give assistance to police officers in matters regarding the duties of resource officers whenever necessary.

13. Promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school-related programs, and to build support with students, police school resource officers will, whenever possible participate in or attend school functions.

14. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties).

15. Coordinate with the principal for extra duty security and be responsible for security and law enforcement activity at extra-curricular events as determined by the principal.



## **ATTACHMENT NINE**

Attachment Nine provides two different forms. One can be used in the school administration's evaluation of its SRO, most likely by the principal. The other can be used to evaluate the SRO by his or her law enforcement supervisor.

It is important to note that the special nature of the SRO assignment necessitates that special procedures for evaluation be implemented.

**SCHOOL RESOURCE OFFICER**  
**Performance Evaluation**  
**School Administration**

[SCHOOL NAME]  
**SCHOOL RESOURCE OFFICER**

**Performance Evaluation**

**School Administration**

\_\_\_\_\_  
Officer's Name

From \_\_\_\_\_ To \_\_\_\_\_  
Evaluation Period

\_\_\_\_\_  
Date Completed

**I. Teaching**

A. Is the School Resource Officer an effective presenter? Discuss reasons for your rating.  
(attach a copy of the classroom observation report)

1-Outstanding 2-Above Standard 3-At Standard 4-Below Standard 5-Well Below Standard

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Does the School Resource Officer have a yearly plan in place? Comment on how well the plan is followed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Does the School Resource Officer have prepared lesson plans?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Does the School Resource Officer have a schedule of presentation with teachers? How many classroom presentations did the officer make?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. Counseling

A. Is the School Resource Officer an effective counselor? Discuss reasons for your rating.

1-Outstanding 2-Above Standard 3-At Standard 4-Below Standard 5-Well Below Standard

Comments:

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B. Does the School Resource Officer have an inclusive resource guide? Does the guide have names, telephone numbers, and addresses of available referral sources?

Comments:

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C. Does the School Resource Officer make appropriate referrals? (from individual referral cards) - attach comments from referral cards if necessary

Comments:

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## III. Public Events

A. Does the School Resource Officer have a written security plan for public events? Has the security plan been approved by school administration? How does the security plan improve the security of the school?

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**IV. Quantitative Information**

From SRO Activity Log

# Intervention Incidents \_\_\_\_\_  
# Resolved Intervention Incidents \_\_\_\_\_  
# Cases Adjusted<sup>1</sup> \_\_\_\_\_  
# Counseling Sessions (Students) \_\_\_\_\_  
# Counseling Sessions (Parents) \_\_\_\_\_  
# Classroom Presentations \_\_\_\_\_

From Student Assessment Survey

Average Impact Score(1-10) \_\_\_\_\_  
Average Presentations Score \_\_\_\_\_  
Average Helpful Score \_\_\_\_\_

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<sup>1</sup> Cases where the School Resource Officer intervened that otherwise would have been petitioned to Juvenile Court.

**V. Overall Evaluation**

A. Evaluate the School Resource Officer's effectiveness at: helping improve the quality of school life for students, staff, and parents, increasing school safety, and promoting a positive relationship between youth/parents/teachers and police officers. Discuss reasons for your rating.

1-Outstanding 2-Above Standard 3-At Standard 4-Below Standard 5-Well Below Standard

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B. List areas for improvement. Be specific. Give recommendations on how to improve in these areas. (example: receive effective teacher training from community college)

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School Principal

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School Resource Officer

**SCHOOL RESOURCE OFFICER  
Performance Evaluation  
Law Enforcement Administration**

**[SCHOOL NAME]**  
**SCHOOL RESOURCE OFFICER**

**Performance Evaluation**

**Law Enforcement Administration**

\_\_\_\_\_  
Officer's Name

From \_\_\_\_\_ To \_\_\_\_\_  
Evaluation Period

\_\_\_\_\_  
Date Completed

Rate the Officer according to the scale in the following areas. Give specific reasons for your rating.

1-Outstanding 2-Above Standard 3-At Standard 4-Below Standard 5-Well Below Standard

**I. Police Activity**                      Rating: \_\_\_\_\_

A. Investigation: How has the officer contributed to resolving a crime, disorder or drug problem? Please cite occasions where information was received and/or shared with others in the department or the school system to resolve the incident.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Problem Solving: How has the School Resource Officer demonstrated an ability to use problem solving skills?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. How has the School Resource Officer utilized traditional policing strategies to enhance the quality of life in the school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. How has the School Resource Officer demonstrated knowledge of crime patterns?

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E. Quantitative Measures of Traditional Policing Strategies

# Arrests	_____	# Citations	_____
# Warnings	_____	# Criminal Investigations	_____
# Adjustments	_____	# Warrants	_____

II. Communications                      Rating: \_\_\_\_\_

A. Presentations: How well has the School Resource Officer made presentations to students, parents, and/or school staff? How many presentations did the School Resource Officer make to students, parents, or school staff since the last evaluation? (Number, size of audience, subject)

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B. Cooperation: How has the School Resource Officer facilitated a good working relationship with school administration?

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C. Referrals: How has the School Resource Officer made appropriate referrals to outside agencies? Please cite type and number of referrals made to other agencies.

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III. Environment                      Rating: \_\_\_\_\_

A. Attendance: How has the School Resource Officer's attendance demonstrated commitment to the job?

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B. Attitude: How has the School Resource Officer presented him/herself in a positive manner?  
How has the School Resource Officer participated in extra curricular school activities?

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C. Professional Qualities: How has the School Resource Officer exhibited professionalism as a law enforcement officer and a member of school administration? Please include comments on dress, bearing, and behavior.

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D. Human Relations: How has the School Resource Officer promoted a working relationship between students, parents, school staff and the police department?

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E. Knowledge of Crime Patterns: How has the School Resource Officer demonstrated ability to recognize crime and improve school safety?

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**IV. Innovation/Training** Rating: \_\_\_\_\_

A. How has the School Resource Officer demonstrated new or creative approaches to solving crime or other problems? Be specific.

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B. How has the School Resource Officer pursued professional development and career training relevant to the School Resource Officer field?

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**V. Overall**

Rating: \_\_\_\_\_

- A. Evaluate the School Resource Officer's effectiveness at: helping improve the quality of school life for students, staff, and parents, increasing school safety, and promoting a positive relationship between youth, parents, teachers, and police officers. Discuss reasons for your rating.

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- B. List areas for improvement. Be specific.

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- C. List specific steps the officer can take to make the recommended improvements.

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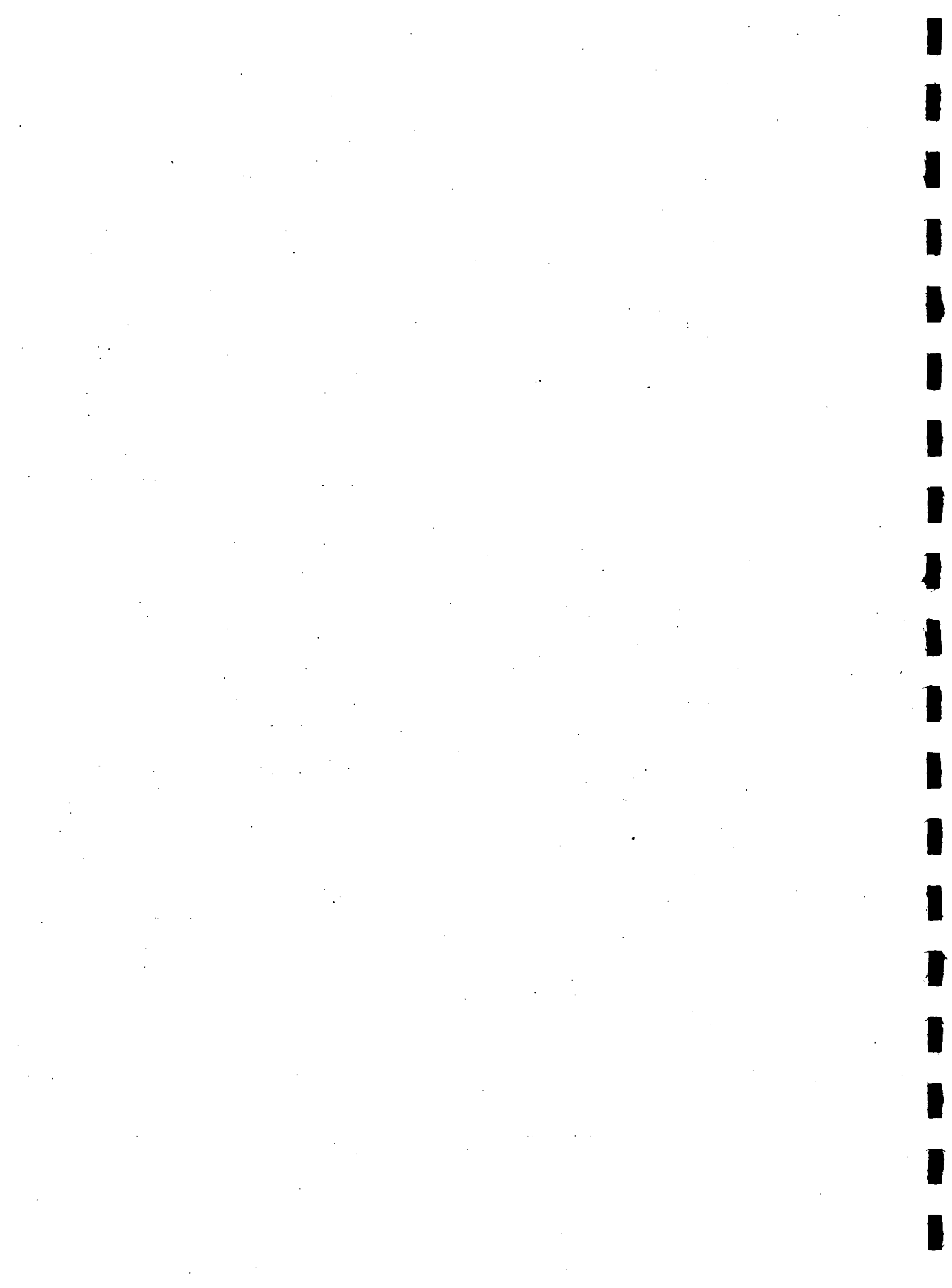
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\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
School Resource Officer

\_\_\_\_\_  
Division Commander

\_\_\_\_\_  
Chief of Police





## ATTACHMENT TEN

Attachment Ten provides a form that might be used to keep track of counseling sessions which the SRO conducts. Our research revealed that the counseling aspect of being an SRO is very important.

**[SCHOOL NAME]**  
**School Resource Officer**  
**Counseling Form**

TO THE SRO: Fill this form out each time you have a counseling session. Then send a copy to the principal and the referral agent.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Conference Reason: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Resource Officer Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Referral Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

cc: School Principal  
Referral Agent

For use by school principal

Did the officer refer the student to the appropriate person?

1-Most Appropriate 2-Acceptable 3-Inappropriate

If referral was less than most appropriate write down the most appropriate referral for this student.

\_\_\_\_\_

Evaluate the action taken by the officer and explain

1-Excellent 2-Proficient 3-Fair 4-Unsatisfactory

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ATTACHMENT ELEVEN

Attachment Eleven provides a collection of forms which might be used by SROs to track information. We are not suggesting that all of these forms need to be filled out by every SRO! However, we have included a variety of them, ranging from an "SRO Daily Activity Log" to a "School Resource Officers Annual Report by Month" to illustrate how data can be collected and aggregated to fit information needs.

## SCHOOL RESOURCE OFFICER DAILY ACTIVITY LOG

TIME	TASK OR ACTIVITY	COUNSELING W/STUDENTS	COUNSELING W/PARENTS	CLASSROOM LECTURES	SUICIDE CRISIS INTERVENTIONS
8:00					
:15					
:30					
:45					
9:00					
:15					
:30					
:45					
10:00					
:15					
:30					
:45					
11:00					
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12:00					
:15					
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1:00					
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2:00					
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3:00					
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4:00					
:15					
:30					
:45					
5:00					
:15					
:30					
:45					

## S.R.O. PROGRAM ACTIVITY LOG

Officer/School: \_\_\_\_\_

Dates: \_\_\_\_\_

ACTIVITY	BI-WKLY	TO DATE
Calls for Service		
Incident Reports Written		
Custodial Arrests:    Felony		
Misdemeanor		
At-Large Arrests:    Felony		
Misdemeanor		
Drug Arrests:    Felony		
Misdemeanor		
Weapons Confiscated:  Firearms*		
Other Weapons*		
Trespass Warnings Issued		
Value of Recovered Stolen Property		
Value of Reported Stolen Property		
Vandalism Estimates to School		
Assists With Patrol/Other Investigations		
No. Counseling Sessions With Students		
No. Counseling Sessions With Parents		
No. Classroom Lectures (During 2 week period)		
Call-Outs From Class		
School Special Events Attended (Games, etc.)		
Meetings Attended (Community, School, etc.)		
Referrals To Other Agencies (S.A.P., etc.)		
Suicide Interventions/Crisis Interventions		
Regular Days Working		
Court Appearances/Depositions		

\* List Type Weapon, date, case #: \_\_\_\_\_

Comments/Sig. Events: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SCHOOL RESOURCE OFFICERS WEEKLY REPORT

WEEK ENDING FRIDAY, ___ / ___	MON	TUE	WED	THU	FRI	TOTAL
NO. OF CALLS FOR SERVICE						
NO. OF INCIDENT REPORTS WRITTEN						
NO. OF COURT CASE AVOIDANCES						
NO. OF CASE DISMISSALS						
ETHNIC ORIGIN - WHITE						
BLACK						
AMERICAN INDIAN						
OTHER						
SEX - MALE						
FEMALE						
NO. OF JUVENILE FELONIES						
NO. OF JUVENILE MISDEMEANORS						
NO. OF ADULT FELONIES						
NO. OF ADULT MISDEMEANORS						
NO. OF FELONIOUS DRUG ARRESTS						
NO. OF MISDEMEANOR DRUG ARRESTS						
NO. OF FIREARMS CONFISCATED						
NO. OF OTHER WEAPONS CONFISCATED						
NO. OF TRESPASSING WARNING ISSUED						
VALUE OF STOLEN PROPERTY (IN \$\$\$)						
VALUE OF RECOVERED STOLEN PROPERTY (IN \$\$\$)						
VANDALISM ESTIMATES TO SCHOOL (IN \$\$\$)						
NO. OF ASSISTS WITH PATROLS OR INVESTIGATIONS						
NO. OF COUNSELING SESSIONS WITH STUDENT						
NO. OF COUNSELING SESSIONS WITH PARENT						
NO. OF CLASSROOM LECTURES OR PRESENTATIONS						
NO. OF CALL-OUTS FROM CLASS						
NO. OF SPECIAL EVENTS ATTENDED						
NO. OF REFERRALS TO OTHER AGENCIES						
NO. OF SUICIDE OR CRISIS INTERVENTIONS						
REGULAR DAY WORKING MANHOURS						
COURT APPEARANCE OR DEPOSITION MANHOURS						
NO. OF SUSPENSIONS						
NO. OF TRUANTS						

**SCHOOL RESOURCE OFFICERS MONTHLY REPORT**

MONTH ENDING FRIDAY, ___ / ___	WK 1	WK 2	WK 3	WK 4	WK 5*	TOTAL
NO. OF CALLS FOR SERVICE						
NO. OF INCIDENT REPORTS WRITTEN						
NO. OF COURT AVOIDANCES						
NO. OF CASE DISMISSALS						
ETHNIC ORIGIN - WHITE						
BLACK						
AMERICAN INDIAN						
OTHER						
SEX - MALE						
FEMALE						
NO. OF JUVENILE FELONIES						
NO. OF JUVENILE MISDEMEANORS						
NO. OF ADULT FELONIES						
NO. OF ADULT MISDEMEANORS						
NO. OF FELONIOUS DRUG ARRESTS						
NO. OF MISDEMEANOR DRUG ARRESTS						
NO. OF FIREARMS CONFISCATED						
NO. OF OTHER WEAPONS CONFISCATED						
NO. OF TRESPASSING WARNING ISSUED						
VALUE OF STOLEN PROPERTY (IN \$\$\$)						
VALUE OF RECOVERED STOLEN PROPERTY (IN \$\$\$)						
VANDALISM ESTIMATES TO SCHOOL (IN \$\$\$)						
NO. OF ASSISTS WITH PATROLS OR INVESTIGATIONS						
NO. OF COUNSELING SESSIONS WITH STUDENT						
NO. OF COUNSELING SESSIONS WITH PARENT						
NO. OF CLASSROOM LECTURES OR PRESENTATIONS						
NO. OF CALL-OUTS FROM CLASS						
NO. OF SPECIAL EVENTS ATTENDED						
NO. OF REFERRALS TO OTHER AGENCIES						
NO. OF SUICIDE OR CRISIS INTERVENTIONS						
REGULAR DAY WORKING MANHOURS						
COURT APPEARANCE OR DEPOSITION MANHOURS						
NO. OF SUSPENSIONS						
NO. OF TRUANTS						

\* For those months with only four Fridays, enter "N/A" for Week 5 entries and total Weeks 1 through 4.





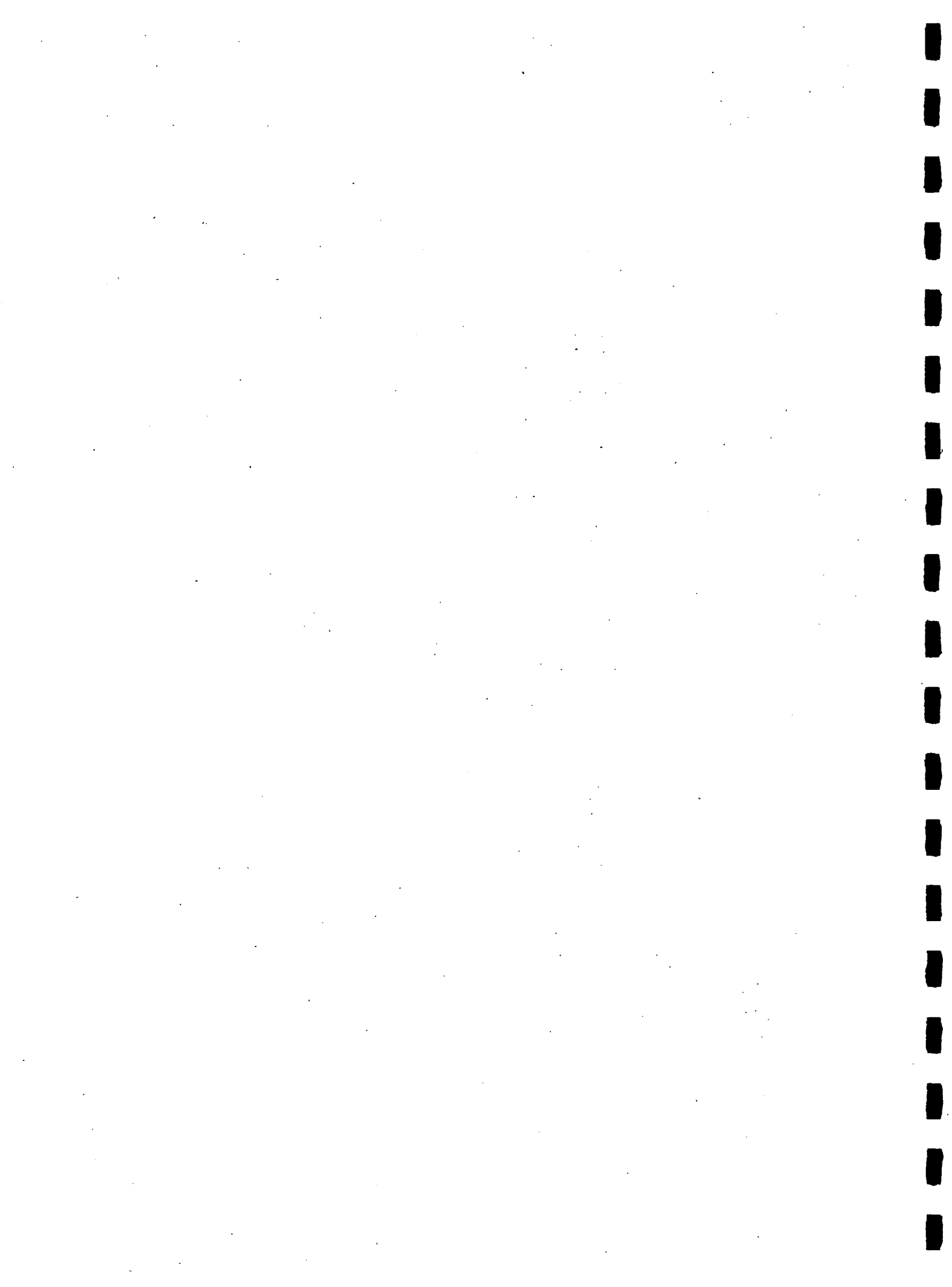
**SCHOOL RESOURCE OFFICERS QUARTERLY REPORT BY MONTH**

<b>QUARTER ENDING FRIDAY, ___ / ___</b>	<b>MONTH 1</b>	<b>MONTH 2</b>	<b>MONTH 3</b>	<b>TOTAL</b>
NO. OF CALLS FOR SERVICE				
NO. OF INCIDENT REPORTS WRITTEN				
NO. OF COURT AVOIDANCES				
NO. OF CASE DISMISSALS				
ETHNIC ORIGIN - WHITE				
BLACK				
AMERICAN INDIAN				
OTHER				
SEX - MALE				
FEMALE				
NO. OF JUVENILE FELONIES				
NO. OF JUVENILE MISDEMEANORS				
NO. OF ADULT FELONIES				
NO. OF ADULT MISDEMEANORS				
NO. OF FELONIOUS DRUG ARRESTS				
NO. OF MISDEMEANOR DRUG ARRESTS				
NO. OF FIREARMS CONFISCATED				
NO. OF OTHER WEAPONS CONFISCATED				
NO. OF TRESPASSING WARNING ISSUED				
VALUE OF STOLEN PROPERTY (IN \$\$\$)				
VALUE OF RECOVERED STOLEN PROPERTY (IN \$\$\$)				
VANDALISM ESTIMATES TO SCHOOL (IN \$\$\$)				
NO. OF ASSISTS WITH PATROLS OR INVESTIGATIONS				
NO. OF COUNSELING SESSIONS WITH STUDENT				
NO. OF COUNSELING SESSIONS WITH PARENT				
NO. OF CLASSROOM LECTURES OR PRESENTATIONS				
NO. OF CALL-OUTS FROM CLASS				
NO. OF SPECIAL EVENTS ATTENDED				
NO. OF REFERRALS TO OTHER AGENCIES				
NO. OF SUICIDE OR CRISIS INTERVENTIONS				
REGULAR DAY WORKING MANHOURS				
COURT APPEARANCE OR DEPOSITION MANHOURS				
NO. OF SUSPENSIONS				
NO. OF TRUANTS				

## SCHOOL RESOURCE OFFICERS ANNUAL REPORT BY QUARTER

YEAR ENDING 12 / 31 / ____	1ST QTR	2ND QTR	3RD QTR	4TH QTR	TOTAL
NO. OF CALLS FOR SERVICE					
NO. OF INCIDENT REPORTS WRITTEN					
NO. OF COURT AVOIDANCES					
NO. OF CASE DISMISSALS					
ETHNIC ORIGIN - WHITE					
BLACK					
AMERICAN INDIAN					
OTHER					
SEX - MALE					
FEMALE					
NO. OF JUVENILE FELONIES					
NO. OF JUVENILE MISDEMEANORS					
NO. OF ADULT FELONIES					
NO. OF ADULT MISDEMEANORS					
NO. OF FELONIOUS DRUG ARRESTS					
NO. OF MISDEMEANOR DRUG ARRESTS					
NO. OF FIREARMS CONFISCATED					
NO. OF OTHER WEAPONS CONFISCATED					
NO. OF TRESPASSING WARNING ISSUED					
VALUE OF STOLEN PROPERTY (IN \$\$\$)					
VALUE OF RECOVERED STOLEN PROPERTY (IN \$\$\$)					
VANDALISM ESTIMATES TO SCHOOL (IN \$\$\$)					
NO. OF ASSISTS WITH PATROLS OR INVESTIGATIONS					
NO. OF COUNSELING SESSIONS WITH STUDENT					
NO. OF COUNSELING SESSIONS WITH PARENT					
NO. OF CLASSROOM LECTURES OR PRESENTATIONS					
NO. OF CALL-OUTS FROM CLASS					
NO. OF SPECIAL EVENTS ATTENDED					
NO. OF REFERRALS TO OTHER AGENCIES					
NO. OF SUICIDE OR CRISIS INTERVENTIONS					
REGULAR DAY WORKING MANHOURS					
COURT APPEARANCE OR DEPOSITION MANHOURS					
NO. OF SUSPENSIONS					
NO. OF TRUANTS					





## ATTACHMENT TWELVE

Attachment Twelve provides the post-program only surveys which were used in the study in Robeson County. The first survey is the student survey, and the second is the teacher and administrator survey. The student survey attempts to filter student responses so that those who answer questions about the SRO's impact on school violence are providing valid indicators of the impact.

**STUDENT SURVEY**

**STUDENT SURVEY**

**INSTRUCTIONS:** The Governor's Crime Commission is interested in your safety and the safety of your school. To help us better understand what is taking place in your school, we would like you to answer the following questions. Please check the best response or, where indicated, write in the best response for each question. Since we are not asking for your name, your responses will be totally anonymous. Remember, this isn't a test so there are no "right" or "wrong" answers; we just want honest answers from you so that we can learn more about your experiences in your school. **THANK YOU.**

1. Since school started in August, have you been physically attacked at school (in this question and those that follow, "at school" means in the school buildings or on the school grounds)?

No \_\_\_\_\_  
Yes \_\_\_\_\_      How many times? \_\_\_\_\_

2. Since school started in August, how often have you been afraid that someone will physically attack you while you are at school?

Very often \_\_\_\_\_      Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_      Never \_\_\_\_\_

3. Since school started in August, how many days have you stayed home from school because you felt you would not be safe at school?

0 days \_\_\_\_\_      4 or 5 days \_\_\_\_\_  
1 day \_\_\_\_\_      6 or more days \_\_\_\_\_  
2 or 3 days \_\_\_\_\_

4. Since school started in August, how often have you brought a weapon (for example, a gun, knife, razor blade, brass knuckles) to school to protect yourself from being physically attacked?

Very often \_\_\_\_\_      Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_      Never \_\_\_\_\_

5. Since school started in August, how often have you observed other students bringing weapons (for example, guns, knives, razor blades, brass knuckles) to school?

Very often \_\_\_\_\_      Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_      Never \_\_\_\_\_

6. Do you think that these types of activities are a major problem, minor problem, or not a problem at school? (Please check the appropriate category; check "don't know" if you do not know.)

	Major Problem	Minor Problem	Not a Problem	Don't Know
Threats to students by students	_____	_____	_____	_____
Threats to teachers by students	_____	_____	_____	_____
Fighting (shoving, kicking, hitting with fists)	_____	_____	_____	_____
Threatening someone with a gun or knife	_____	_____	_____	_____
Using knives or firing guns	_____	_____	_____	_____
Stealing	_____	_____	_____	_____
Drug activity	_____	_____	_____	_____
Gang activity	_____	_____	_____	_____

7. How often do you see violent acts (for example, fights or threats with weapons) at school?  
Very often \_\_\_\_\_ Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_ Never \_\_\_\_\_

8. How safe do you feel when you are at school?  
Very safe \_\_\_\_\_ Not very safe \_\_\_\_\_  
Somewhat safe \_\_\_\_\_ Not at all safe \_\_\_\_\_

9. How worried are you about being physically attacked while you are at school?  
Very worried \_\_\_\_\_ Not very worried \_\_\_\_\_  
Somewhat worried \_\_\_\_\_ Not very worried at all \_\_\_\_\_

10. Since school started in August, have you been the victim of a violent act at school?  
No \_\_\_\_\_  
Yes \_\_\_\_\_ How many times? \_\_\_\_\_ To whom did you report the acts? \_\_\_\_\_  
If no one, please check: \_\_\_\_\_

11. Which of those listed below monitor the halls of your school? (Please check all that apply.)  
Teachers \_\_\_\_\_  
School Resource Officers \_\_\_\_\_  
Student Monitors \_\_\_\_\_  
School Staff (for example, counselors or principal) \_\_\_\_\_  
Other \_\_\_\_\_

12. If you have a problem with other students at school, to whom would you go to first to get help?  
Teacher \_\_\_\_\_ Principal or Vice-principal \_\_\_\_\_  
School Resource Officer \_\_\_\_\_ Other (Please specify.) \_\_\_\_\_  
School Counselor \_\_\_\_\_

13. Since school started in August, how often have you interacted with the School Resource Officer?  
Very often \_\_\_\_\_ Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_ Never \_\_\_\_\_

14. Who is your School Resource Officer?  
Please fill in his/her name: \_\_\_\_\_  
Don't know \_\_\_\_\_

15. Since school started in August, have you personally interacted with the School Resource Officer?  
No \_\_\_\_\_  
Yes \_\_\_\_\_ How many times? \_\_\_\_\_

16. Since school started in August, have you gone to the School Resource Officer for help?  
No \_\_\_\_\_  
Yes \_\_\_\_\_ How many times? \_\_\_\_\_

17. Are you conscious of the presence of the School Resource Officer at your school?  
Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
Often \_\_\_\_\_



18. How would you describe the visibility of the School Resource Officer at your school?

Very visible \_\_\_\_\_ Not very visible \_\_\_\_\_  
Somewhat visible \_\_\_\_\_ Not at all visible \_\_\_\_\_

19. Does the presence of the School Resource Officer disturb or intimidate you?

Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
Often \_\_\_\_\_

20. Since school started in August, have you been exposed to a classroom program given by the School Resource Officer?

No \_\_\_\_\_ [If No, please move to question 22]  
Yes \_\_\_\_\_ How many? \_\_\_\_\_

21. Are the classroom programs you've been exposed to effective?

Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
Often \_\_\_\_\_

22. Do you feel that the School Resource Officer's presence contributes to deterring violence or drug activity?

Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
Often \_\_\_\_\_

23. Do you feel secure because of the School Resource Officer's presence?

Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
Often \_\_\_\_\_

24. When did you begin attending this school? (Please specify month and year.) \_\_\_\_\_

25. Since you began attending this school, what has happened to the level of violence at the school?

Increased \_\_\_\_\_ Stayed about the same \_\_\_\_\_  
Decreased \_\_\_\_\_ Don't know \_\_\_\_\_

26. Do you remember how violent the school was before the School Resource Officer came to your school?

No \_\_\_\_\_  
Yes \_\_\_\_\_ If Yes, would you say the School Resource Officer has helped reduce the amount of violence since he/she has been at your school?  
No \_\_\_\_\_  
Yes \_\_\_\_\_

27. How old are you?

14 years old \_\_\_\_\_ 17 years old \_\_\_\_\_  
15 years old \_\_\_\_\_ 18 years old \_\_\_\_\_  
16 years old \_\_\_\_\_ 19 years old or older \_\_\_\_\_

28. What is your sex?

Male \_\_\_\_\_  
Female \_\_\_\_\_

29. What race are you?

African American \_\_\_\_\_  
Hispanic \_\_\_\_\_  
Native American \_\_\_\_\_

White \_\_\_\_\_  
Other (Please specify.) \_\_\_\_\_

30. What grade are you in?

11th grade \_\_\_\_\_  
12th grade \_\_\_\_\_  
Other \_\_\_\_\_

31. What grades do you usually get? (Please check the answer which best reflects your grades.)

Mostly A's \_\_\_\_\_  
Half A's and half B's \_\_\_\_\_  
Mostly B's \_\_\_\_\_  
Half B's and half C's \_\_\_\_\_  
Mostly C's \_\_\_\_\_

Half C's and half D's \_\_\_\_\_  
Mostly D's \_\_\_\_\_  
Half D's and half F's \_\_\_\_\_  
Mostly F's \_\_\_\_\_

**THANKS AGAIN FOR YOUR RESPONSES!**

**TEACHER AND ADMINISTRATOR SURVEY**

ID# \_\_\_\_\_  
(do not fill in)

TEACHER AND ADMINISTRATIVE STAFF SURVEY

**INSTRUCTIONS:** The Governor's Crime Commission is interested in your safety and the safety of your school. To help us better understand what is taking place in your school, we would like you to answer the following questions. Please check the best response or, where indicated, write in the best response for each question. Since we are not asking for your name, your responses will be totally anonymous. **THANK YOU.**

1. Do you think that these types of activities are a major problem, minor problem, or not a problem at school (in this question and those that follow, "at school" means in the school buildings or on the school grounds)?

Please check the appropriate category; check "don't know" if you do not know.

	Major Problem	Minor Problem	Not a Problem	Don't Know
Threats to students by students	_____	_____	_____	_____
Threats to teachers by students	_____	_____	_____	_____
Fighting (shoving, kicking, hitting with fists)	_____	_____	_____	_____
Threatening someone with a gun or knife	_____	_____	_____	_____
Using knives or firing guns	_____	_____	_____	_____
Stealing	_____	_____	_____	_____
Drug activity	_____	_____	_____	_____
Gang activity	_____	_____	_____	_____

2. How often do you see violent acts (for example, fights or threats with weapons) at school?

Very often \_\_\_\_\_ Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_ Never \_\_\_\_\_

3. How safe do you feel when you are at school?

Very safe \_\_\_\_\_ Not very safe \_\_\_\_\_  
Somewhat safe \_\_\_\_\_ Not at all safe \_\_\_\_\_

4. How worried are you about being physically attacked while you are at school?

Very worried \_\_\_\_\_ Not very worried \_\_\_\_\_  
Somewhat worried \_\_\_\_\_ Not very worried at all \_\_\_\_\_

5. Since school started in August, how often have you interacted with the School Resource Officer?

Very often \_\_\_\_\_ Rarely \_\_\_\_\_  
Sometimes \_\_\_\_\_ Never \_\_\_\_\_

6. Who is your School Resource Officer?

Please fill in his/her name: \_\_\_\_\_  
Don't know \_\_\_\_\_

7. Since school started in August, have you personally interacted with the School Resource Officer?

No \_\_\_\_\_  
Yes \_\_\_\_\_ How many times? \_\_\_\_\_

8. Do you feel the presence of School Resource Officers contributes to deterring violence and drug activity?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
9. How would you describe the visibility of the School Resource Officer at your school?  
 Very visible \_\_\_\_\_ Not very visible \_\_\_\_\_  
 Somewhat visible \_\_\_\_\_ Not at all visible \_\_\_\_\_
10. Do you feel secure because of the School Resource Officer's presence?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
11. Have you been exposed to the School Resource Officer's classroom programs on drugs and safety?  
 No \_\_\_\_\_ [If No, move to question 13.]  
 Yes \_\_\_\_\_ How many programs? \_\_\_\_\_
12. Are the classroom programs on drugs and safety accomplishing their purpose?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
13. Does the School Resource Officer stay in contact with you concerning existing or potential problems?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
14. Does the School Resource Officer contact parents when necessary?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
15. Do you have good rapport with the School Resource Officer?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
16. Do you feel that the School Resource Officer's presence contributes to a better learning environment?  
 Seldom \_\_\_\_\_ Very often \_\_\_\_\_  
 Sometimes \_\_\_\_\_ Always \_\_\_\_\_  
 Often \_\_\_\_\_
17. Do you remember how violent the school was before the School Resource Officer came to your school?  
 No \_\_\_\_\_  
 Yes \_\_\_\_\_
18. Would you say the School Resource Officer has helped reduce the amount of violence since he/she has been at your school?  
 No \_\_\_\_\_  
 Yes \_\_\_\_\_

19. How long have you been working at this school? (Please indicate number of years.) \_\_\_\_\_

20. What type of position do you hold at the school?

Teacher \_\_\_\_\_  
Administrative staff \_\_\_\_\_  
Other (Please specify.) \_\_\_\_\_

21. What is your sex?

Male \_\_\_\_\_  
Female \_\_\_\_\_

22. What race are you?

African American \_\_\_\_\_  
Hispanic \_\_\_\_\_  
Native American \_\_\_\_\_

White \_\_\_\_\_  
Other (Please specify.) \_\_\_\_\_

**THANK YOU AGAIN FOR YOUR RESPONSES.**

## **ATTACHMENT THIRTEEN**

Attachment Thirteen provides information concerning diversity training for SROs.

This might be added to existing training or developed at the local level.

SUGGESTED TOPICS TO ADD TO AN EXISTING SRO TRAINING PROGRAM<sup>1</sup>

I. Introduction

II. History of Specific Cultural Groups in SRO's Home Base

III. Eliminating Stereotypes and Building Communication with Youth

IV. Role-Playing

---

<sup>1</sup>Robert Shusta and Deena Levine. 1995. **Multicultural Law Enforcement: Peacekeeping in a Diverse Society.** Englewood Cliffs: Prentice Hall.



**SUGGESTED STEPS IN ESTABLISHING A LOCAL SRO TRAINING  
PROGRAM IN DIVERSITY**

- I. Identify interest in program at community level and among SROs and their department(s)
  - a. **Secure** the support of all stakeholders, including students.
  - b. **Identify** the need before major problems occur
  
- II. Make diversity training part of the department's culture
  - a. **Institute** a program as part of the training an SRO should expect
  - b. **Identify** goals and objectives of training program
  
- III. Department executive should take the lead in introducing, establishing the need for and obtaining support for diversity training
  - a. **Indicate** that diversity training is training in cultural awareness
  - b. **Indicate** that diversity training is designed to achieve better understanding in order for law enforcement to obtain its objectives
  - c. **Indicate** that diversity training develops interpersonal skills
  
- IV. Seek funding
  - a. **Elicit** the support of community-based program organizers in writing proposals
  - b. **Obtain** funding from as many public and private sources as possible
  - c. **Use** governmental, local, and academic studies to support the proposal
  
- V. Identify a community-based group to manage the project
  - a. **Identify** a community-based group that has some experience in hiring, training and conducting diversity programs
  - b. **Identify** a group that is locally based/ and or familiar with the concerns of the SRO's community

- VI. **Develop lesson plans and issues for discussion**
  - a. **Develop** a training program which will provide some in-depth information with plans for follow- ups
  - b. **Provide** diversity training as a separate training module, available as part of in-service training
  - c. **Structure** training around school schedule
  - d. **Create** an ideal atmosphere where the SRO diversity training is part of a larger training program in the schools
  
- VII. **Evaluate program**
  - a. **Pre-test** participants
  - b. **Evaluate** during training
  - c. **Post-test** participants
  - d. **Provide** on-going evaluation of the program
  
- VIII. **Provide** continuing follow-up to initial training program
  
- IX. **Utilize** the community-based group in other efforts to curb youth and school violence

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