



School Resource Officer's Desk Reference



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This project is supported by Grant Number 2000-DD-VX-0026 and 2002-CK-WX-0325, awarded by the U.S. Department of Justice, Bureau of Justice Assistance, Office of Justice Program and Community Oriented Policing Services. Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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Local Emergency Numbers

-
- Police Department _____
 - Sheriff's Office _____
 - Fire/Haz/Mat _____
 - Ambulance _____

 - FBI _____
 - ATF _____
 - Secret Service _____
 - Drug Enforcement Admin. _____

 - Superintendent _____
 - Assistant Superintendent _____
 - Director of Transportation _____
 - School Nurse _____

 - Hospital _____
 - Behavioral Health Care _____
 - Local health Department _____
 - Poison Center _____

 - Local Child Abuse Hotline _____
 - Rape Crisis Hotline _____
 - Meth Hotline _____
 - Women's Shelter _____
 - Children and Family Services _____

Hotline Phone Numbers

Alateen (Hope and help for young people who are relatives & friends of problem drinkers)	1-888-425-2666
ChildHelp USA (Child Abuse Hotline)	1-800-482-5964
Boys and Girls Town Hotline	1-800-448-3000
National Domestic Violence Hotline	1-800-799-7233
National Runaway Switchboard	1-800-621-4000
National STD/AIDS Hotline (English)	1-800-227-8922
(Spanish)	1-800-344-7432
Suicide Prevention Hotline	1-800-suicide
School Violence Resource Center	1-800-635-6310

School Resource Officer Desk Reference

Introduction

The School Resource Officer (SRO) Desk Reference was designed by the School Violence Resource Center, a unit within the Criminal Justice Institute, University of Arkansas System. The information in this desk reference may be used by both new and experienced SROs across the Nation. It is a quick reference of the basic concepts of an SRO program.

The information in this document encourages SROs to view themselves as a member of the faculty and administrative team within the school as well as a law enforcement officer. It is imperative that SROs develop positive relationships with the students, faculty, and administration. An effective SRO should use a three-pronged approach to his/her job – teacher, counselor, and law enforcement officer.

In their dual role as teachers and law enforcement officers, SROs must continually familiarize themselves with the many issues confronting students today, such as alcohol and drug use, gang involvement, weapons, bullying, and teenage suicide. As mentors, SROs should also be familiar with the various services that are available in their community so they can make the appropriate referral to address a particular issue.

The School Resource Officer Desk Reference offers an easy-to-read refresher on issues and experiences SROs may encounter on a day-to-day basis.

Roles and Responsibilities

According to the National Association of School Resource Officers (NASRO), the roles and responsibilities of SROs include the following:

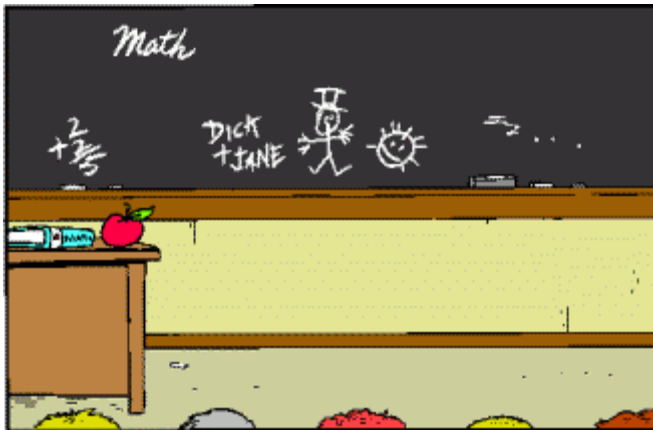
- Work closely with the school principal(s), meeting at least on a weekly basis.
- Provide a program of educational leadership to the students, parents and faculty addressing tobacco, alcohol, and other drug issues, gang activity, violence diffusion, violence prevention, crime prevention, and safety issues in the school community.
- Act as a communication liaison with law enforcement agencies and provide basic information concerning students on campuses served by the officer.
- Gather information regarding potential problems such as criminal activity, gang activity, student unrest, and identify particular individuals who may be a disruptive influence to the school and/ or students.
- Take steps appropriate and consistent with a law enforcement officer's duty when a crime occurs. Refer students and their families to the appropriate agencies for assistance when a need is determined.

Roles and Responsibilities (cont)

- Refrain from functioning as a school disciplinarian.
- Attend meetings of parent groups and faculty- wide in-service sessions.
- Be available for conferences with students, parents, and faculty members to assist with problems related to law enforcement and crime prevention.
- Confer with school administration to develop strategies to prevent or minimize dangerous situations on or near the campus.
- Promote citizen awareness of law enforcement efforts on campus to ensure the peaceful operation of school related programs and build support with students.
- Whenever possible attend school functions or extracurricular school events.
- File police reports as required by a local agency.
- Abide by school board policies and consult with and coordinate activities through the school principal.

Roles and Responsibilities (cont)

- Remain fully responsive to the chain of command of the law enforcement agency in all matters related to employment.
- SROs are not to be assigned duties regularly assigned to school personnel such as lunch room or hall duty. Nothing should preclude an SRO from being available in areas where interaction with students is expected.
- When conducting formal police interviews on a school campus with a student, police personnel shall abide by school board policy concerning such interviews.



Model Policy and Procedures

I. Policy

It is the policy of this agency to provide School Resource Officers (SROs) for deployment in schools within our jurisdiction. School Resource Officers will be fully certified law enforcement officers and will receive specialized training as an SRO within one year of assignment. School Resource Officers from our agency will perform the duties of an SRO as defined by the National Association of School Resource Officers. (See Roles and Responsibilities)

II. Procedures

A. Recruitment, Selection, and Staffing

1. The agency should establish criteria to select school resource officers.
2. The agency may consult with school officials regarding the selection process.
3. It shall be the policy of this agency not to use the position of the SRO as a disciplinary assignment but to seek out those employees most suited for the assignment.
4. The agency will attempt to ensure that SRO assignments are for a minimum period of three years with the following exceptions:
 - a. An SRO assignment shall not inhibit promotional opportunities.
 - b. Unavoidable staffing needs may shorten the length of the assignment.

Model Policy and Procedures (cont)

II. Procedures (cont)

B. Training

1. Once the SRO is selected and assigned, this agency will ensure that the officer selected receives formal training as an SRO within one year of the assignment.
2. SROs will be required to attend all mandatory agency training including firearms qualifications. Every attempt shall be made to schedule such training to minimize his/her absence from the school.

C. Uniforms and Appearance

1. SROs will wear the uniform of the day while in the school setting. If the SRO is attending a school event where casual dress is appropriate, the SRO shall be armed and carry badge and identification.

D. Attendance Requirements

1. If it is necessary for the SRO to be off campus during regular school hours, the SRO shall notify the school principal or his/her designee.
2. SROs shall be required to attend after school events whenever possible, including sporting events, PTA meetings, dances, etc.
3. SROs are required to attend all court proceedings for which they are subpoenaed.

Model Policy and Procedures (cont)

II. Procedures (cont)

E. Performance

1. SROs shall be subject to all the policies and procedures of this agency. The agency head or his/her designee must clear any deviation from the policies and procedures in advance.
2. SROs will be evaluated by their supervisor at least annually. The supervisor shall solicit the input of the school principal or his/her designee prior to completing the evaluation.
3. An SRO may be removed from his/her assignment by the agency or at the request of the school principal where the SRO is assigned.

F. Interaction with Students

1. SROs are prohibited from fraternizing with any student regardless of his/her age. Any contact with a student off campus, other than school sponsored events or accidental encounters in a public place, is prohibited.

G. Response to Student Criminal Activity

1. SROs are expected to respond to all criminal activity on the school campus and take the appropriate action, involving other law enforcement officials when necessary.
2. SROs investigating a crime that occurred on campus should follow existing agency policy.

Model Policy and Procedures (cont)

II. Procedures (cont)

3. When an SRO needs to question a student who is a witness or a suspect, the SRO should conduct the interview with the cooperation of and in the presence of a school official. In an emergency, the SRO may conduct the interview without the presence of a school official.
4. For an SRO to physically search a student, existing rules of criminal procedure apply, e.g., reasonable suspicion or probable cause. In the event a school official initiates a search, the SRO may assist with the search to protect the safety of the school official.
5. When an SRO takes a student into custody, normal agency arrest procedures shall be followed. The SRO shall ensure that parental notification is made for any student arrested who is under the age of 18.

H. Transportation of Students

1. SROs shall not transport students in their official vehicle unless:
 - a. They are under arrest;
 - b. They are victim of a crime;
 - c. They are truant and being returned to school
2. SROs are to follow existing agency policies when transporting a student.

The procedures described above are a generic model for use as a guide by law enforcement agencies in preparing an SRO procedure for their agency. State law and school district policies should be reviewed to ensure that specific details are not in conflict.

Legal Guidelines for Student Searches

What is a “Search?”

The following are examples of searches:

- Examining private items or places that are not in the open and exposed to public view.
- Physically examining or patting down a student’s body or clothing, including the student’s pockets.
- Opening and inspecting personal possessions such as purses, backpacks, bags, books, notes, calendars, appointment books and closed containers.
- Handling or feeling any closed, opaque item to determine its contents when they cannot be inferred by the item’s shape or other publicly exposed physical properties.
- Using extraordinary means to enlarge view or hearing into closed or locked areas, containers or possessions (e.g., using a fiber optic cable and viewer to peer inside a closed locker or containers).

Legal Guidelines for Student Searches (cont)

What is *not* a "Search."



The following are *not* searches:

- Observing an object in plain view where it is exposed to the public.
- Examining an object after a student denies ownership of the object.
- Examining an object abandoned by a student.
- Detecting anything openly exposed to the senses of sight, smell or hearing, as long as school officials are located in a place where they have a right to be and they do not use extraordinary means to gain a vantage point (e.g., a male teacher seeing and smelling marijuana smoke in the boy's restroom).
- Using extraordinary means to enhance sensory perceptions in open areas (e.g., using flashlights, binoculars, dogs, thermal imaging, etc., are not searches).

Student Searches by School Officials

General Rules

- Students have a constitutional right to be protected from unreasonable searches by public school officials.
- The unique nature of the public school environment and the fact that students have lower privacy expectations at schools than in other public places means that the rules governing student searches by public school officials are different from the rules governing searches in other public places.
- Student searches by school officials and school safety officers on public school property or school buses and at school events must be based on reasonable suspicion.

Defining Reasonable Suspicion

Reasonable suspicion: A well-founded suspicion based on objective facts that can be articulated of either criminal activity or a violation of school rules.

Reasonable suspicion is more than a mere hunch or supposition.

Two-Part Test for Student Searches

Student searches by school officials and school safety officers on public school property, school buses and at school events are justified if both parts of the following test are met.

1. Search Justified at its Inception.

The search must be justified at its inception. That is, there must be a *reasonable suspicion* that the search will reveal evidence of a crime or school rule violation.

2. Reasonable Scope.

The search must be reasonably related in scope to the circumstances that justified the initial suspicion. In other words, a search is proper when the measures adopted are *reasonably related* to the objectives of the search and *not excessively intrusive* given the type of infraction and the age and gender of the student.



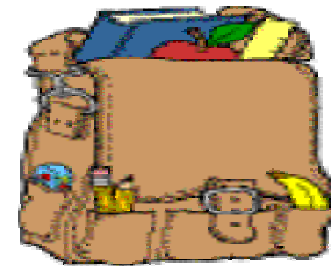
Reasonable Scope of a Student Search

Examples

Example 1:

A school official has a *reasonable suspicion* that a student's purse contains a weapon,

- A basic search of her purse for the suspected weapon must stop as soon as it is apparent that there is no weapon in the purse.
- The *reasonable scope* of the search goes no further than the parts of the purse big enough to contain an object as large as a weapon.
- Extending the search of the purse into a small zippered pocket inside the purse and
- Removing a small plastic bag containing illegal drugs is an improper "scavenger hunt" that exceeds the *reasonable scope* of the search.



Reasonable Scope of a Student Search

Example 2:

A school official has a *reasonable suspicion* that a student has in his possession an illegal drug such as marijuana.

- The official may order the student to empty his pockets and examine anything in the pockets that is capable of holding a small quantity of illegal drugs.
- The *reasonable scope* of this search includes a probe of the student's personal effects, including his wallet, in which illegal drugs may be hidden.



Authority to Initiate a Student Search

Reasonable Suspicion

To initiate a lawful search, a public school official must have a *reasonable suspicion* of all of the following:

1. A crime or school-rule violation has been or is being committed;
2. A particular student has committed a crime or school-rule violation;
3. Physical evidence of the suspected crime or school-rule violation is likely to exist; and
4. Physical evidence would likely be found in a particular place associated with the student suspected of committing the crime or school-rule violation.

Factors Justifying a Student Search

The following are examples of relevant factors in determining whether a *reasonable suspicion* exists to initiate a student search.

- Sometimes, one factor by itself is sufficient to create a *reasonable suspicion* (e.g., a teacher glimpses a weapon in a backpack);
- Other times, multiple factors must be present (e.g., a school official approaches an area where students frequently smoke cigarettes, and a student appears nervous, discards an object and attempts to flee).

Factors Generally Sufficient by Themselves

- A crime or school-rule violation is observed in progress.
- A weapon or portion of a weapon is observed on a student.
- A student has told others that he or she has a weapon on campus.
- A student has been seen in possession of illegal items.
- A student has been seen in possession of stolen items.
- A student is found with incriminating items.
- The smell of burning tobacco or marijuana is detected.
- A student appears to be under the influence of alcohol or drugs.
- A student admits to committing a crime or school-rule violation.
- A student fits a *detailed or unusual* description of a suspect of a recently reported crime or school-rule violation.
- A student provides *specific* incriminating evidence against another student.
- An emergency situation exists where a school official can provide immediate assistance to avoid serious injury if a student search is conducted.
- A student provides oral or written *voluntary* consent to conduct a search. Consent cannot be the result of fraud, duress, fear, or intimidation.

Factors Generally Not Sufficient by Themselves

- A student flees from the vicinity of a recent crime or school-rule violation.
- A student flees upon the approach of a school official.
- Imprecise information about a crime or school-rule violation has been provided to school officials.
- A student threatens others with words or behavior without an indication that the student possesses a weapon. (A reasonable indication that a student possesses a weapon always provides *reasonable suspicion* justifying a search).
- A student has a history of previous similar criminal or school-rule violations.
- A report has been made of a stolen item, including a description and value of the item and place from which it was stolen.
- A student was seen leaving an area where crimes or school-rule violations are often committed.
- A student became unduly nervous or excited when approached by a school official.
- A student made a suspicious movement. (Note: To provide the basis for a search, a witness must be able to describe the exact conduct and why it was suspicious.)

Procedures for Searching Students (cont)

B. Always Watch Student's Hands

- If a student is suspected of having a weapon or drugs, the student may try to discard it if the opportunity arises.
- This can occur from the time the student is told to accompany a school official to the office up to and including the time when the student is actually in the office and being searched.
- Never allow a student to follow behind a staff member where the student cannot be observed.

C. Always Have a Witness

- From the inception of the search until the evidence is properly secured, have another school official present as a witness.
- This strengthens the case against the student and protects the searcher from charges of improper conduct.

D. Have Searcher and Witness of Same Gender as Student

- Student searches should be conducted and witnessed by school officials of the same gender as the student.
- This will protect the student's rights and guard the searcher against charges of improper conduct.

Procedures for Searching Students (cont)

E. Keep Searches Discreet

- Searches should be conducted discreetly and with an eye toward causing the least amount of embarrassment to the student as possible.
- Only the searcher, witnesses, and student should be present.
- A student should never be searched in front of another student.
- Student searches should be conducted in a private area where there will be no interruptions.

F. Give Students a Chance to Surrender Item Sought

- Tell the student what you are looking for and give him a chance to surrender the item.
- Before beginning the search, ask the student if he has anything in his possession that is illegal or violates school rules.
- If the student hesitates, tactfully advise him that you have a reasonable suspicion to believe that he in fact possesses such an item.

Procedures for Searching Students (cont)

- Further, explain that you plan to conduct a search and that it would save everyone time and unnecessary embarrassment if he cooperates.
- This type of questioning by a school official is not a custodial interrogation that requires reading the so-called Miranda warnings.

G. Direct Student to Remove Outer Clothes and Empty Pockets

- The student should first remove all outer clothing such as coats, sweaters, hats and shoes.
- The student should remove all objects from his pockets.
- These items should be laid aside until the student search is completed.
- Conduct the search on the side of the student's body working from top to bottom on each side.
- Do not stop if contraband is found. Continue until all places have been searched.
- Next, turn attention to items that had been set aside.
- Items that could conceal relevant contraband or evidence should be searched.

Procedures for Searching Students (cont)

G. Direct Student to Remove Outer Clothes and Empty Pockets (cont)

Remember:

The scope of the search must be reasonably related to the circumstances that justified the search and the items sought.

Example: A search of a backpack for a stolen pair of shoes generally would not justify opening and examining the contents of a small coin purse in the backpack; however, a search for suspected marijuana should generally include a probe of the coin purse.

H. Seize Illegal Items or Evidence

- Seize any item that is illegal or is evidence of a crime or school-rule violation.
- Each seized item should be placed inside a separate sealed envelope.
- The envelope should be marked with inventory information, including
 1. a description of the item seized,
 2. the date and time of the seizure,
 3. the source of the item,

Procedures for Searching Students (cont)

H. Seize Illegal Items or Evidence (cont)

4. the name of the person who seized the item,
 5. and the name of the person(s) who witnessed the search.
- Seized evidence should be secured in a locked storage area with restricted access.
 - Illegal items and evidence of crimes should be handed over to law enforcement authorities in a timely manner.



Procedures for Searching Students (cont)

Special Considerations for Weapons

- Every school should have in place a plan for dealing with students who possess weapons on school property, in school buses and at school events.
- Every school administrator, teacher and staffer should be familiar with the plan.
- Every incident involving a weapon, or even an allegation that a student has a weapon, should be handled by a law enforcement officer.
- If a school resource officer is available, that officer should be the first person contacted when a student or other person on school property is reported to have a weapon. Otherwise, a local law enforcement agency -- as designated in the school plan for dealing with weapons incidents -- should be contacted immediately. Law enforcement officers are specially trained to search and disarm persons bearing weapons at minimal risk to themselves and others.
- Where a weapon is suspected on school property, any law enforcement officer -- not just school safety officers and school resource officers -- may conduct a student search based on the *reasonable suspicion* of any school official.

School Search Issues

Locker or Storage Area Searches

Searches of students' lockers are subject to the same reasonable suspicion standard as other student searches on school property.

If a school principal or a school employee designated by the principal has reasonable suspicion that a prohibited or illegally possessed substance or object is contained within a student's locker or other storage area, he or she may search the locker or storage area.

Student Searches by Law Enforcement Officers

- Any law enforcement officer -- stationed on campus or off campus -- may conduct a student search for weapons on school property based on the reasonable suspicion of a school official.
- The courts recognize that school officials should not hesitate to contact law enforcement authorities when a student is suspected of having a weapon on school grounds; good common sense as well as good public policy dictate that law enforcement officers trained in disarming offenders, not school officials, should conduct searches for weapons.

School Search Issues (cont)

Student Searches by Law Enforcement Officers (cont.)

- Except for searches for weapons, law enforcement officers will need *probable cause* to conduct a search of:
 - a student,
 - a student's possessions, and/or
 - a student's motor vehicle.
- If a law enforcement officer has been summoned to a school to assist school officials in an investigation (not related to suspected weapons) and a student search is warranted based on the school official's *reasonable suspicion*, it is recommended that school officials -- not the officer -- initiate, conduct and witness the search.
- The officer can stand by as a non-participant until the search is completed.



School Search Issues (cont)

Student Searches Using Metal Detectors

Using metal detectors to conduct random searches of students for weapons is a reasonable administrative search that does not require school officials to have a reasonable suspicion of a particular violation.

However, searches with metal detectors should not be used as a pretext to target particular individuals or groups.

The following procedures are recommended whether metal detectors are used at fixed locations, such as school entryways, or at randomly selected locations around the school:

1. Request all students to empty their pockets and belongings of all metal objects before the search.
2. If a large walk-through metal detector is activated indicating the possible presence of metal, request that the student pass through the metal detector a second time.
3. Use a hand-held metal detector, or magnetometer, if available, to focus on and discover the precise location of the metal source.

School Search Issues (cont)

Student Searches Using Metal Detectors (cont)

4. Expand the search only if the activation is not eliminated or explained. If no less restrictive alternatives remain available, a limited pat-down search for a weapon might then be necessary.
5. Before extending the search beyond a pat-down, take the student to a private area.
6. Any expanded search, such as a frisk or a request to open purses or book bags, should be conducted by school officials of the same gender as the student.

Use of Drug-Sniffing Dogs

A "canine sniff" of a person or object is not a search for constitutional purposes.

A trained drug-sniffing dog may be walked around school lockers, school grounds or vehicles in a school parking lot without violating any student's constitutional rights -- provided that students themselves are not being detained (without *reasonable suspicion*) while the dog is sniffing.

School Search Issues (cont)

Use of Drug-Sniffing Dogs (cont)

For example:

- Walking a drug-sniffing dog around a student's car in a school parking lot while the student is in class is permissible.
- However, detaining that same student in the school parking lot, without reasonable suspicion, while a drug-sniffing dog walks around the student's car is not permissible.
- The detention of the student without reasonable suspicion -- even briefly -- raises constitutional issues if the detention is for the purpose of facilitating a "canine sniff" or actual search.

An alert by a trained drug-sniffing dog that drugs are present in a particular location provides school officials and law enforcement officers alike with *probable cause* to conduct a search of the person or place to which the dog alerted.

As a general rule, a school official or any law enforcement officer may conduct a reasonable search of a student or a student's property, including a motor vehicle, on school grounds based upon an alert by a drug-sniffing dog without first obtaining a search warrant.

Legal Justification Required for Student Searches

Investigative Activity	Legal Justification required for Search	Level of Intrusion Student's Privacy
1. Search of abandoned property in plain view	None	No intrusion
2. Search of property in plain view that student has denied owning	None	No intrusion
3. "Canine sniff" by trained drug-sniffing dog (within limits)	None	No intrusion
4. Administrative searches using metal detectors	None	Minimal intrusion
5. Random drug test as prerequisite for extracurricular activities	None	Minimal intrusion
6. Search of student's property (backpack, car)	Reasonable suspicion	Significant intrusion
7. Pat-down search of student for weapon	Reasonable suspicion	Significant intrusion
8. Full frisk of student for weapons	Reasonable suspicion	Significant intrusion
9. Strip search of student	Probable cause	Extreme intrusion

MENTORING

What is a Mentor?

School resource officers are more approachable to become a source for questions and advice. By working closely with the students, school resource officers are able to build a rapport with them and become mentors.

A mentor is a person who wants to help another person succeed, whether it be in the classroom, in sports, or in life in general.

Mentors should play a number of roles, including:

- Sharing their knowledge,
- Giving feedback on a person's performance,
- Encouraging a person to succeed, and
- Being a role model the individual can look up to.

Characteristics of a Mentor

- Trustworthy
- Understanding
- Empathic
- A good listener tries to understand what the student is saying without judging
- Shows attention and concern

Drug Education Tips for School

Drug Street Names

Meth

Speed, crystal, chalk, glass, crank, ice, boo chicken feed, geep, tick, scootie, jet fuel, wake me, lemon drop, schmiz shabu, shi-shi, zip, spoosh, and load of laundry

Cocaine

Rock cocaine, coke "C" flake, snow, stardust, Peruvian marching powder, the devil's dandruff, nose candy, Lady White, crack, freebase, snowbird

Usage

Meth

Smoked, snorted, injected, orally ingested, eaten by placing it on food

Cocaine

Chewed (leaves), smoked, sniffed or "snorted," applied to mucous membranes of mouth, vagina, rectum, injected into blood-steam

Drug Education Tips for School

Warning Signs

Meth

Typically gaunt; poor hygiene; rotten teeth; paranoid; skin sores; pale discolored skin; extreme weight loss; increased energy level; go without sleep for extended periods; hyperactive

Cocaine

Red, bloodshot eyes; a runny nose or frequently sniffing; a change in eating or sleep patterns; a change in groups or friends; a change in school grades or behavior; acting withdrawn; depressed or tired; careless about personal appearance; lose interest in school & family; frequently needing money

How Does It Look?

Meth

White, odorless, bitter tasting power that dissolves in water; crystal meth or "Ice" resembles clear rock

Cocaine

Fine, white crystalline powder; white to tan pellets or crystalline rocks that look like soap

Gang Member Identification

What is a gang?

Criminal street gangs means three or more persons having a common name or common identifying sign, colors or symbol, or identifiable leadership who continuously or regularly associate in the commission of criminal activities.

How do gangs communicate?

Gang members commonly use the "numerical alphabet" to communicate. The code is simple: A=1, B=2, C=3, etc. For example:

- "3-11" or "3K," this is Blood graffiti that stands for "Crip Killer." The number 3 is replacing the "C," (the third letter in the alphabet) and 11 replaces the "K," (the eleventh letter in the alphabet.)
- If you see "9-9-22-12," this is done by a Little Rock Vice Lord Gang, the Imperial Insane Vice Lords. Gangster Disciples, Vice Lords, Sureno, and Norteno gangs all use the same system.

Gang members will normally deface a rivals name and the letters associated with that gang.

For example:

- A Crip will write: "Blood Killer" in numerous ways. K, BK, 2K, Slob Killa, (Slob is slang for Blood.)
- A Blood will do the following: K, CK, 3K, Crab Killa, (Crab is slang for Crip.)

Gang Member Identification (cont)

How can an SRO help?

Keep a journal with gang member names, date of births, and nicknames, along with gang affiliation. Nicknames are very important due to the fact that gang members usually only know each other by nicknames.

Stay in contact with investigators working narcotics, robbery, and homicide because SROs are a great source of intelligence information. Remember, many shooting incidents begin as a fistfight in the schools.

What are some of the local gang TATS?

ESP	GMP	ESC	ZI
BAVG	PVG	SWG	CMG
VL	GD	BGD	IVL
HPP	TTS	EBP	LSP
PSP	ZSP	15	23
SSP	HTH	WSC	SSC
29	3K	2K	2-11
3-11	MSH	OSP	WSP
28	BK	19	OGC
IGD	BPS	GMP	APP
CK	N14	MS13	VNS
14	13	2-7-4	9-22-12
WSC	WSP	RIP (Name)	

Gang Member Identification (cont)

Local Gang Signs:



Blackstone



Bloods



Double "C" Crips



Bloods



West Coast; East Coast if held to the side



Crips: "Cousin"



Crip killer
Bloods sign



Crips



Crips



Crips



Bloods



Crips



Crips



Crips

Gang Member Identification (cont)

Local Gang Symbols:



Folk Nation



Black Gangster Disciples



Local Gang Tat

A Blood will write the following:



Crip Killer



Crip Killer



Crip Killer

Crab Killa

"Crab" is slang for Crip

A Crip will write the following:



Blood Killer



Blood Killer



Blood Killer

Slob Killa

"Slob" is slang for Blood

Bomb Threat

Note: Never use radios or cellular telephones

In case of a bomb threat, if it is decided to evacuate the building, the staff should:

Administrator or Designee

1. Contact the superintendent or designee. They will provide any direction you need and will call the appropriate law enforcement agencies
2. The school resource officer or administrative team will conduct a visual inspection of all common areas.
3. Ask staff to make a visual check of their area and send information to the front office.
4. Law enforcement officials will decide if fire or medical personnel need to be called.
5. If evacuation is necessary, ask staff to:
 - Leave lights on.
 - Do not lock doors.
 - Take your grade book.
6. Ensure all personnel answering telephones are aware of the policies and procedures implemented by the school district and the law enforcement regarding obtaining information from a caller.

Bomb Threat (cont)

Bomb Threat Call Checklist

1. Date, Time, Phone Number/Extension called
2. State exact words of caller
3. Questions to ask caller (Record response)
 - When is the bomb going to explode?
 - Where is the bomb right now?
 - What kind of bomb is it?
 - What does it look like?
 - Is there more than one bomb? How many?
 - Why did you place the bomb?
 - What is your name?
4. List any instructions or directives made by caller.
5. Description of caller's voice:
 - Male, Female, Young, Middle age, Old, Accent?
6. Is voice familiar?
7. List speech pattern or abnormality.
8. List other voice characteristics.
9. Background sounds:
 - Street noises, house noises, factory machinery, PA system, motor vehicles, animal noises, clear, Music, other.
10. Threat Language
 - Foul, irrational, message read by the threat maker, taped, incoherent, well spoken.
11. Time caller hung up

STOP BULLYING NOW!

What is bullying?

Bullying happens when someone who is stronger or more powerful hurts, frightens, threatens, or leaves someone out on purpose. It is one sided and unfair.

What is meant by being strong and powerful is that someone has the ability to influence another's decision. It does not mean that the individual is necessarily physically larger, although they may be.

Three Categories of Bullying

1. Physical bullying
Examples: physical contact with another person such as hitting, kicking, spitting, choking
2. Verbal Bullying
Examples: teasing, saying unkind words, name calling
3. Psychological Bullying
Examples: socially excluding someone from your group or playing mind games

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