

**A STUDY OF SCHOOL BOARD POLICY  
AND RULES AND REGULATIONS DEALING WITH  
POLICE INVOLVEMENT IN PUBLIC HIGH SCHOOLS  
IN THE COMMONWEALTH OF VIRGINIA**

by

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(ABSTRACT)

The major purpose of this study was to determine the extent that school board policy dealing with police involvement in public high schools in the Commonwealth of Virginia matched policy and rules suggested by the NASSP. An additional purpose was to identify pertinent criteria to guide school divisions in the construction of policy pertaining to the police-school relationship. The study had two phases. Phase I included a questionnaire that was mailed to all public school superintendents. The superintendents were asked: (1) if there were police assigned to their high schools, (2) if police were utilized in dealing with specific situations in their high schools, and (3) if their school division had policy, rules and regulations governing the actions of the principals when they interact with the police in their buildings. The superintendents were also asked to provide copies of their

division's policy and regulations. In Phase II of the study, principals and police officers from four high schools were interviewed to determine administrative practices when interacting with the police. The questionnaire results, returned copies of policy and regulations, and interviews were analyzed to determine the extent that each of the items matched suggested criteria presented in the NASSP Legal Memorandum, *School Administrators and Law Enforcement Officials* (Bartlett, 1994). This study found that twenty-four percent of the high schools in the state had full time police officers. Even if police were not assigned to specific schools, law enforcement activities took place in over half of the divisions in the Commonwealth. Eighty percent of the superintendents felt that it is important to have school board policy governing the police-school relationship. There was a wide range of school board policy dealing with the police-school relationship. All data collected were utilized to identify criteria to be considered when developing school board policy and regulations that reflect the needs and practices of Commonwealth of Virginia high school principals.

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## Chapter One

### Introduction

Today, across the United States, students and teachers report increased fear of violence, drug use, and an increase in the number of students bringing weapons to school (Metropolitan Life Survey of the American Teacher, 1993). In a National School Boards Association Report, thirty-six percent of the school districts measured indicated that they were "fighting back" in response to youth violence by using security personnel in schools (Natale, 1994).

The continuing increase of violence and fear in schools has resulted in an outcry among students, teachers, parents, principals and school board members (Nebgen, 1990). All types of strategies and programs are being implemented in an attempt to maintain safe and secure school environments (Weisenburger, 1995). Local law enforcement officers are more often playing an integral part in these activities (Portner, 1994). An example of one such effort is an interagency collaboration effort, the School Resource Officers (SRO) Program. The SRO program has placed law enforcement officers in schools on a full time basis to provide a variety of services, such as the teaching of classes in law, life skills and drug and alcohol abuse, and to create a visible and positive image of the police in the

school environment (Browne, 1994). An indicator of how big the problem is in cities, is the fact that police providing security for New York City schools constitute the ninth-largest police force in the nation (Bracey, 1995).

In the past the community and the police had been quite satisfied to allow the high school principal to handle "in-school crimes" utilizing the traditional public school deterrents of suspension and expulsion (Nedurian, 1982). Until recently, the role of law enforcement officers in the public schools was limited to activities such as supervising athletic events, parking lot duty, and commencement activities (Fulton, 1984).

For teachers to teach and students to learn, there must be a safe and inviting environment (Curcio and First, 1993). As police became a more common sight in public high schools, questions have followed regarding whether the principal or police should be in charge. Consequently, there is a need for improved relations with local police departments, juvenile courts and other agencies serving youth. Cooperative agreements are needed to help clarify roles and responsibilities and enhance coordination between police and schools (Rubel and Ames, 1986). Law enforcement officers feel that educators need guidelines for handling school violence with emphasis on the lead role of the police (Kipper, 1996).

In the Commonwealth of Virginia, police are involved in public schools in a wide variety of programs such, as: Drug Abuse Resistance Education (DARE), Police Public Educators, Peer Counselors Utilizing the Leadership of Students at Risk (PULSAR), Officer Friendly, School Resource Officer Programs or Community Liaison Officers, L.E. Explorers, and the McGruff School Program (Virginia Crime Prevention Resource Directory, 1989).

The dramatic change in the level of police involvement in the American public schools began to emerge in the mid-1970's as the level of violence in schools increased. (Rubel, 1986). As a result, secondary principals in the Commonwealth of Virginia find themselves in precarious professional and legal situations regarding their interactions with and utilization of law enforcement authorities. To a great extent, the public high schools' logistical and legal ambiguity issues result from the multidimensional responsibilities that secondary school principals have in the maintenance of law and order within their school (Gee and Sperry, 1978).

Traditionally, principals have had the responsibility of handling all school-related problems. This includes school infractions typically listed in a school division code of conduct under such headings as general misconduct, vandalism, and disruptive behavior. This type of student

action is usually handled without police assistance, utilizing school board policy and established administrative procedure (Gee and Sperry, 1978). Ambiguity exists, however, regarding the precise point at which a student infraction exceeds the boundaries of school regulation to become a violation of public law. In the absence of school board policy and established administrative or police procedures, a principal may find it necessary to make a disciplinary decision based on circumstances alone (Bachus, 1994).

Gee and Sperry state that when dealing with obvious violations of public law, school principals have the obligation to cooperate with police in the same manner as all citizens. School officials are expected to keep the police informed of any alleged violations of law and are expected to assist police in the apprehension of violators. However, at the same time that principals are required to inform and assist the police regarding the alleged actions of their students, they must additionally stand *in loco parentis*, protecting the rights and welfare of those same students (Gee and Sperry, 1978).

This multidimensional responsibility, with a perceived lack of established school board policy, presently leaves Virginia high school principals in a precarious position in situations dealing with the police (Stover, 1988).

Rubel identified the following three places where police and educators are likely to see differences occur:

- 1) School district administrators are likely to have various degrees of understanding of the differences between "discipline" violations and "criminal" violations,
- 2) School districts will have various degrees of working relations with local law enforcement agencies, and
- 3) Police departments will possess varying degrees of sophistication when it comes to collecting data and analyzing data about crime in the city or in the school (Rubel, 1986).

The National Association of Secondary School Principals (NASSP) has historically influenced many of the practices of secondary schools via its publications and conferences. The NASSP recognized a need for policy and rules governing the appropriate relationship between school administrators and law enforcement officers investigating criminal law violations in a model policy offered in a *Legal Memoranda* published in 1979. The NASSP provided subsequent revised model policy and rules in 1985 and 1994.

The 1994 NASSP *Model Statement of Policy* reads:

It shall be the policy of the \_\_\_\_\_ School District that a reasonably cooperative effort be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity or to maintain the educational environment. They may also be summoned to maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school district's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents (Bartlett, 1994).

The 1994 NASSP *Model Statement of Rules* includes procedures for the following:

- I. Investigations Conducted in the Educational Environment
  - A. Initiated by School Administrator
    1. Conducted by Administrator
    2. Conducted by Law Enforcement Officers
  - B. Initiated by Law Enforcement Officers
  - C. Questioning of Students During Investigation
    1. Violations of School Rules
    2. Violations of Criminal Law
- II. Taking a Student into Custody
- III. Disturbance of School Environment
- IV. Searches of Students, Lockers, and Inanimate Objects
- V. Students with Disabilities
- VI. Educational Records
- VII. School-Law Enforcement Liaison
- VIII. Coordination of Policies with Law Enforcement Officials
- IX. Staff Development (Bartlett, 1994).

### Statement of Purpose

The purpose of this study was to determine the extent that existing school board policy and practices pertaining to police interaction in high schools in the Commonwealth of Virginia public high schools matched NASSP suggested policy and rules. An additional purpose of this study was to identify pertinent criteria to guide school divisions in the construction of policy governing the school-police relationship.

### Research Questions

The research questions addressed in this study were:

1. How many of the high schools in the Commonwealth of Virginia have police officers assigned to the school on a regular basis during the instructional day?
2. How many of the school divisions in the Commonwealth of Virginia have existing school board policy, rules and regulations governing the police-school relationship?
3. To what extent do existing policies and regulations governing the police-school relationship match the criteria outlined by the NASSP in 1994?
4. To what extent do existing practices dealing with the police-school relationship in at

least four Commonwealth of Virginia high schools match the criteria listed in the 1994, NASSP Legal Memo?

#### Need for the Study

Police are already playing an active role in public schools in the Commonwealth of Virginia (Virginia Crime Prevention Resource Directory, 1989). However, law enforcement officer's roles in the Commonwealth of Virginia secondary schools have greatly metamorphosed. In the past, a police officer's main function on school property was parking lot duty at dances and athletic events (Fulton, 1984). Now, those same officers' assignments may be specific high schools, as opposed to only being called to a school to assist in serious criminal violations such as fights or drugs. Officers may be seen patrolling in schools on a daily basis serving as teacher, counselor and role-model for students. Police are also often used as a resource for school administrators and teachers (DARE Training Manual, 1991).

In the Commonwealth of Virginia, many local school boards may not have established board policy that would define the police-school relationship. Legal issues and liability concerns could arise without prudent policy and procedures to guide and regulate activities of both the

police and the building principals (Stover, 1988) (Essex, 1987). Police officers and principals need to fully understand the legal ramifications of activities such as a joint police-principal search of a student for a weapon, or a student arrest made on school property (Blauvelt, 1981).

In a 1982 *Virginia Crime Commission Report*, interviewers reported finding that only three schools out of the twenty-six middle and high schools studied involved police and school officials. It is significant to note that this report lists in its recommendations that,

"School principals establish structures for communicating with juvenile courts and police on a regular basis... The school needs to know what the police want from it and why." (Davis, Sydor and Wells, 1982)

There is little evidence to indicate that the degree and quality of communication has improved among the schools, police and courts since the publishing of the 1982 Crime Commission Report.

As presented by the Virginia Association of Secondary School Principals (VASSP) in their *General Assembly Update*, two new changes in Virginia School Law pose concerns for school officials interacting with law enforcement officers:

1. Reporting of Incidents

Code § 22.1-280.1 requires that certain "incidents" occurring on school property, a school bus, or at a school sponsored activity be

reported to the principal. In turn, the principal must report these "incidents" to the division superintendent. This law was amended to provide: (1) that the division superintendent "shall make this information available to the public," and (2) that "the principal shall report to the local law-enforcement agency any act enumerated in subsection of A [of 22.1-280.1] which may constitute a criminal offense." (HB375, SB89, Code § 22.1-280.1), and

## 2. Educational Records

The law limiting access to a student's educational records has been amended to permit access by "State or local law enforcement or correctional personnel, including a law enforcement officer..." (HB936, Code § 22.1-287).

Reacting to these two new changes in Virginia School Law, the VASSP suggested that principals consult with their superintendents and legal counsel about the advisability of reporting to police all "incidents" rather than attempting to decide which incidents may or may not constitute a criminal offense. The VASSP also advised Virginia principals to consult their division superintendent and legal counsel about the potential conflict between Code § 22.1-287 dealing with educational records and the federal Family Educational Rights and Privacy Act of 1974 (VASSP, 1996).

### Definitions

In Loco Parentis: This term means standing in the place of the parent; charged with the duties, rights and

responsibilities of a parent. The courts have recognized that a teacher in the day-to-day working with children must be given leeway in the absence of formal rule (Alexander and Alexander, 1985).

Parens Patriae: doctrine which gave the state, as the father to all persons, the inherent prerogative to provide for the commonwealth and individual welfare (Alexander and Alexander, 1985).

Police - Law Enforcement Officer(s) (LEO): for the purpose of this study, the term police was defined as a person(s) having Police Power as described below, as opposed to security guards.

Police Power: the inherent or plenary legislative power to enact laws for the health, comfort and prosperity of the state. Police power is the right of the sovereign to govern (Alexander and Alexander, 1985). Police departments also possess an extra power, "arrest". It is critical to recognize that police never relinquish their responsibilities dealing with police power. If unarmed and not in uniform, or not even on duty, police maintain their primary responsibility to use their police powers as mandated by the Code of Virginia, § 15.1-133.1.

### Limitations of the Study

Specific limitations to this study were as follows:

1. The superintendents' responses to the questionnaire in Phase I of the study were assumed to be an accurate account of the status of board policy, rules and regulations dealing with police involvement in each local school division.
2. In the qualitative portion of the study, Phase II, the interviews yielded rich data but were not generalizable. The interviews were assumed to be an accurate account of the daily practices of principals and police in public high schools.
3. Policy analysis was limited by the number of superintendents that returned copies of their divisions' policies and regulations for review. Thirty-four superintendents (30.4% of the superintendents that responded) provided such data.

### Organization of the Study

This study on the provisions for police in schools in district school board policy and regulations in the Commonwealth of Virginia is divided into five chapters.

Chapter 1 contains: the introduction; statement of purpose; research questions; need for study; definition of terms; limitations of the study; and organization of the study.

Chapter 2 contains a review of the literature relevant to the historical development and judicial perspective of the utilization of police in public schools.

Chapter 3 includes: a description of the two phases of research methodology; instrumentation; a definition of the population; and method of analysis.

Chapter 4 describes: the data and findings of the survey and interviews; interview summaries; and analysis of nonrespondents.

Chapter 5 contains the conclusions and recommendations of the study.

## Chapter Two

### Review of the Literature

It does not take a literature review to realize that the relationship between school officials and police professionals has changed over the decades (Rubel, 1986, p. 2).

Rubel's quote is significant in that the rising level of violence in public schools has resulted in an abundance of studies, media coverage and suggested innovative safety programs. Anyone who reads the newspaper or watches television knows that many secondary schools now have a police presence in their buildings on a daily basis. In a New York Times newspaper article titled, *Board Offers Police Broad Power Over Safety in Schools*, New York Mayor Rudolph W. Giuliani requested that additional police be assigned to public schools (Steinberg, 1996). The literature dealing with police and violence in high schools is extensive. On both sides of the issue, having police patrol inside schools has raised strong feelings (Peck and Babiec, 1995). However, to date, very little literature exists that deals with the evolution of the relationship between school officials and law enforcement officers and any subsequent policy development.

### Historical Development

It is possible to evaluate an innovation only by comparisons with its predecessors (Light and Pillemar, 1984). Therefore, this review of literature traces the historical development of the school-police relationship, identifying the significant events and case law that brought about the metamorphosis.

The history of the development of the roles that police have played in schools prior to the mid-1980's is represented in Figure 1, *History of the Police in Schools*, (Police in the Schools Series, 1990).

An example of the rapid metamorphosis of the police-school relationship can be found in a noted author's writings dealing with this subject. In his book published in 1980, Violence and Crime in the Schools, Director of the National Alliance for Safe Schools Robert Rubel made no reference regarding the roles of police in public schools (Baker and Rubel, 1980). Six years later, Rubel reported that prior to 1985 police were generally utilized by local school administrators only to respond to specific crises: a fight that went too far, vandalism, a weekend burglary. However, from the mid-1970's to 1985 Rubel reported that there was a steady refining of police school-roles. This was a time of trial and error, experiments, and new

SCHOOLS	YEAR	POLICE
No public schools exist. There is little formal schooling. What exists is by reason, at law, of contracts, between parents and the non-certified teacher.	1789	No police Departments exist. The mood of the public is against armed militia. Only bailiffs can arrest.
The first public school is founded in Massachusetts; looking for a legal theory, the Courts adopt "IN LOCO PARENTIS"	1852	New York forms a police department in 1845 with the distinguishing characteristic of ARREST POWER. Police are seldom called to schools. When they are, they are "PARENS PATRIAE"
Juvenile delinquents come under probation, a new concept developed in Boston, and first applied to juveniles in 1906.	1899	Illinois adopts the first juvenile justice statute and by 1905 more than half the nation has followed suit. By 1923 only two states treat juveniles as adults.
	1946	Johnny comes marching home and babies appear in droves. Moms have been introduced to the work place as a necessity of war and the phenomenon of the two-career marriage blossoms.
<u>In re Gault</u> seems to change the relationship of teachers to children. Cases begin to appear chiding educators for infringing on civil rights and thus limiting <u>in loco parentis</u> .	1967	
CUSTODY LAW begins to evolve as the method of handling the "peopleshp of students." Custody law is basically a property concept.	1971	<u>Parens patriae</u> ends as abuses increase. A series of cases result in the current doctrine: POLICE MUST RESPECT THE CIVIL RIGHTS OF JUVENILES; BUT JUVENILES HAVE FEWER RIGHTS THAN ADULTS.
<u>N.J. v. T.L.O.</u> sets the tone for a spate of federal and state courts decisions making the test of authority over juveniles one of reasonableness under the balancing test of the fourth amendment.	1985	To afford greater protection to the schools, federal courts use the decision in T.L.O. to allow schools to delegate authority to police.

Figure 1. History of Police in the Schools

approaches. This era saw the beginning of interagency coordination and cooperation ranging from the local to the national level (Rubel, 1986).

The degree of change that has occurred in the police school-relationship since the mid-1980's is significant. Situations that require law enforcement involvement in public high schools are more frequently becoming a frightening reality for secondary school administrators. A tongue-in-cheek typical situation, *A Letter to the President Requesting Help*, is provided in Appendix 1 (Blauvelt, 1981).

Some school boards and their administrators have begun securing police, often armed, to patrol their schools full time during the school day in an effort to provide a safe and secure environment. They state that brutal reality has left them no choice (Bushweller, 1993).

The arrival of police on public school property posed many logistical questions that had previously never been discussed. Controversial issues arose, such as: 1) Who would be in charge?, 2) How would police power be used on campus?, and 3) Could police officers make an arrest on school grounds? (Moriarity and Fitzgerald, 1989).

In implementing cooperation between the school and the police, the two distinct organizations appear to have rationale and objectives that conflict. The differing

constitutional standards that must be adhered to, and whether adult or juvenile prosecution of the offender may follow are considerations to be kept in mind (Nedurian, 1982). Nedurian describes the organizations' objectives as the following:

The objectives of the school are to educate, to minimize distractions from teaching, to recognize and address behavior problems, and to permit expressive speech, which can often be disruptive.

The objectives of the police are to keep the peace and to promptly investigate and prosecute crime (Nedurian, 1982).

Some state legislatures have gone as far as mandating safe schools. California's "Safe School Amendment" grants students and staff an inalienable right to attend campuses that are safe, secure, and crime-free (Essex, 1987).

To a great degree, this researcher's study is based on data and issues presented in a June, 1994, NASSP Legal Memorandum entitled, *School Administrators and Law Enforcement Officials*. This memorandum contained a revision of previous models of policy and suggested rules governing the relationship between school administrators and law enforcement officials proposed by the NASSP and the Iowa Department of Education.

The memorandum provided information dealing with four issues and explained the need for the most current revision.

The first area of concern presented by the NASSP was *Educational Records*. It stated the following:

Local school education officials are forbidden by federal law - under threat of loss of federal education funds - to share student records with law enforcement officials without proper authorization. This is true whether the law enforcement officials are present at the request of school officials or at their own initiative.

The Family Educational Rights and Privacy Act was enacted by Congress in 1974 to provide protection of the interests of students in their school records (20 U.S.C. Sec. 1323g)...

...There are three ways law enforcement personnel may access the educational records of elementary and secondary students without the written consent of parents:

- Through "directory information" such as name, address, and date of birth, which can be released to the general public under certain conditions
- By securing a judicial order or subpoena...
- By establishing, to the satisfaction of the educational agency, that an emergency exists and that the release of information is necessary to protect the health or safety of the student or other persons (Barlett, 1994, p.1).

Secondly, regarding *Search and Seizure* the NASSP stated:

In January 1985, the U.S. Supreme Court ruled that school officials have the right to search students under their jurisdiction when there are "reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school," and the search is conducted in a reasonable manner (*New Jersey v. T.L.O.*, 469 U.S. 325, 105 S.Ct 733,744; 1985.) (Barlett, 1994, p. 1&2).

In *New Jersey v. T.L.O.* there was no police

involvement, therefore the court made no reference to school searches in which the police are involved. Being that there is no statutory authority, previous court decisions set the standard that the greater the police involvement, the greater the need to justify the search (Barlett, 1994).

Even with these guidelines and the relative few number of cases in which police are directly involved in student searches, a number of cases have yielded findings of illegal searches. (*M.J. v. State*, 399 So. 2d 996,998; 1981, and *Picha v. Wielgos*, 410 F.Supp. 1214; 1976.)

A more recent finding of an illegal search in the school setting was presented in Fortune Magazine (Seligman, 1996). In this article the author stated that courts typically find that the benefits associated with safe schools outweigh the price of the privacy rights of students bearing guns in school. However, in New York, in September of 1996, a ruling on a student at Taft High School in the Bronx did not yield the "typical" finding. In 1992, the student was stopped by a school security aide who was patrolling the hallways. The security aide thought he saw a suspicious bulge in the student's leather jacket, and found a loaded forty-five caliber revolver. After four years of litigation and endless courtroom palaver about what the security aide saw, a state appeals court pronounced that that the aide did not have reasonable grounds for the

search. The evidence of the gun had to be thrown out and there was no reason to suspend the student from school.

Regarding student searches the NASSP Memo made this specific recommendation:

To best deal with the issue of law enforcement officers in the school, educators should establish a written policy detailing the circumstances under which law enforcement officials will voluntarily be allowed access to students and what specific persons are authorized to summon law enforcement officials to the school (Bartlett, 1994, p. 2.).

In another case, a vice-principal took the lead in the search of a student and was merely assisted by the school's liaison police officer. The court found that the educational search standard of reasonableness was appropriate, as opposed to the higher standard of probable cause necessary for law enforcement officers. (*Cason v. Cook*, 810 F.2d 188:1987.) The NASSP Memo completes the section on student searches by stating, "...problems remain when police are involved in educational situations in their law enforcement capacity" (Bartlett, 1994, p. 2).

The third issue presented in the NASSP Memo involved *Students with Disabilities*. Students being served under either the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, that behave in a seriously disruptive manner or that violate criminal law,

continue to present special problems for school administrators. When involving law enforcement officials in investigations of alleged criminal violations committed by students with disabilities, the same standards must also be applied as those used for similar conduct by nonhandicapped students. The NASSP warned that, "some educators are turning to law enforcement officials to resolve their special education discipline problems." (Bartlett, 1994, p. 2). Regarding students with disabilities the NASSP made the following recommendation:

While it may be appropriate to involve law enforcement officials in the investigations of criminal acts committed by students with disabilities... it may not be appropriate to use the legal system as an alternative way of dealing with school disciplinary problems presented by students with disabilities. Even when police become involved with a disruptive student with disabilities and take the student into custody, the educational issues remain when the student returns to school. The Individualized Education Plan (IEP) process must be used to resolve serious misconduct by students with disabilities (Bartlett, 1994, p. 2).

The fourth issue presented in the NASSP Memo is listed by the inclusive title, *Other Recommendations*. This section begins with the concern that there are limited examples of direct case law dealing with procedures defining recommended relationships between the school and law enforcement officials. It points out that a number of authors have

proposed recommendations for establishing school board policies and regulations, saying

The written policy should require that regular advance communication be established between police and school administrators. (Moriarity, Maeyama & Fitzgerald, 1993)

Also in the *Other Recommendations* it is suggested that:

Law enforcement officials wishing to contact students at school for any reason should be told to report their presence to the principal first. School officials must remember, however, that they may be breaking the law if they refuse demands for access to students, especially when arrests are imminent. School officials should not voluntarily allow students to be interviewed at school regarding crimes unrelated to the school, and law enforcement officers should be discouraged from making arrests at school... Inviting law enforcement officers to investigate matters at school when the school is not directly involved may be beyond a school official's authority. In any case, school administrators should make a reasonable effort to notify parents of the situation. In the event that parents cannot be reached or cannot come to the school, the principal or a designee should be present during the questioning by law enforcement officials. The school official should commit to writing what was said during questioning (Bartlett, 1994, p. 3).

The *Other Recommendations* section closes by emphasizing that the school administrators' responsibility is to protect the student's rights to the extent possible.

### Judicial Perspective

Before United States Supreme Court decisions, *Tinker v. Des Moines Independent Community School District*, 393 U.S. at 515-526 (1969), *Goss v. Lopez*, 419 U.S. 565 (1975), and *In re Gault*, 87 S.Ct. 1428, 1470 (1967), the police and community were content to allow the high school principal to deal with in-school student criminal violations. This typically resulted in the ultimate deterrents of suspension and expulsion (Nedurian, 1982). Prior to these Supreme Court decisions expanding students' rights, high school principals seldom called police for assistance to the school buildings.

One of the most significant cases distinguishing between the power of school officials and law enforcement officials is, *New Jersey v. T.L.O.*, 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985). In the 1994 Deskbook Encyclopedia of American School Law, Data Research, Inc., describes this ruling as follows:

The U.S. Supreme Court ruled that under the Fourth Amendment to the U.S. Constitution, searches of students by school officials need not adhere to the strict standard of "probable cause" imposed upon law enforcement officers. Rather, the legality of searches will depend upon the "reasonableness" of the search in light of all the circumstances. There must be reasonable grounds to believe the search will reveal a violation of school rules or produce evidence of unlawful activity (p. 153).

Regarding police involvement, most courts have taken the stand that when police are involved in a search, the Fourth Amendment applies in force: 1) probable cause is needed, 2) illegally seized evidence is barred via the exclusionary rule, and 3) Miranda warnings are required (Data Research, Inc., 1994).

In *Commonwealth v. Snyder*, 597 N.E.2d 1363 (Mass.1992), the court held that *Miranda* warnings are not necessary for school officials under either the state or federal constitutions. So long as the official is not acting on behalf of a law enforcement official, *Miranda* warnings are not necessary.

Legal concerns such as student searches, interrogation, and the release of student information continue to be an issue because of the relative newness of the police-school relationship. Not only is there a lack of school board policy to assist principals in making prudent decisions, often the courts have not as yet defined the legal requirements surrounding these activities. The following questions remain unanswered: 1) At what precise point does a school violation become a criminal violation? 2) What constitutes reasonable suspicion?, and 3) How does a principal support the school resource officer and protect the student's rights when serving *in loco parentis*?

## CHAPTER THREE

### Methodology

The purpose of this chapter is to describe the research methods that were utilized in this study, discuss the sampling, describe the data collection instruments, administration procedures, and procedures used in analyzing the data. Descriptive research methodology was utilized in Phase I of this study. Descriptive statistics is a method for presenting quantitative descriptions in a manageable form (Babbie, 1991).

The design of this study had two phases. In Phase I a questionnaire was utilized to collect data from school superintendents. Phase II utilized interviews to collect data from high school principals and the police officers currently assigned to their schools.

In the first phase, a survey instrument was utilized to collect data from public school superintendents from across the Commonwealth of Virginia. Babbie wrote "Surveys are frequently conducted for the purpose of making descriptive assertions about some population, or discovering the distribution of certain traits or attributes. In this regard, the researcher is concerned not with why the observed distribution exists but merely with what that distribution is" (1990, p. 51). Wiersma related "Surveys

are used to measure attitudes, opinions or achievements - any number of variables in the natural setting. Such studies may be local, regional, national or even international" (Wiersma, 1991).

The purpose of this survey was to produce quantitative or numerical statistics that are descriptions of particular aspects of the study population. The main procedure for collecting information is by asking people questions; their answers constitute the data to be analyzed (Fowler, 1984).

Phase II of this study involved semistructured interviews. In the semistructured interview used in this study, certain information was desired from all the respondents. These interviews were guided by a list of questions or issues to be explored. A list of proposed interview questions is provided in APPENDIX 3. This format allowed the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and new ideas on the topic (Merriam, 1988, p. 74).

#### Phase I - The Questionnaire

Phase I of this study surveyed public school superintendents by means of a mailed questionnaire (APPENDIX 2). The first four items on the questionnaire were designed to determine the following: 1) the number of

high schools in the school divisions that participated in the study, 2) whether or not these high schools have law enforcement officers assigned to their buildings during the instructional day, and 3) what kind of law enforcement activities occurred in the school division over a two year period.

Items five, six, and seven related specifically to the nine areas listed in the NASSP Legal Memo, *School Administrators and Law Enforcement Officials* (Bartlett, 1994). Item number eight utilized a five point Likert Scale for superintendents to indicate the degree to which they felt it important for a school division to have formal written school board policy governing the actions of high school principals when they interacted with police in their school building.

Superintendents who indicated that there was an existing policy, or that there were existing rules and regulations, were requested to return copies of the policies, regulations or rules along with the completed survey. The survey and enclosed policy, regulations, and rules were to be returned in the addressed, stamped envelope that was provided. A FAX number was also provided as an option for superintendents who found it a more convenient method of transmitting data.

Each school system's existing school board policy and

supportive rules and regulations governing the police-school relationship that were returned were analyzed on the basis of the nine point criteria developed in NASSP's, Legal MEMO, School Administrators and Law Enforcement Officials (Bartlett, 1994). This was done to indicate the degree that school divisions in the Commonwealth of Virginia have existing school board policy and rules and regulations in the area of police-school interactions when compared to the NASSP proposed standards.

#### Phase II - Interviews

The second phase of this study involved semistructured interviews with four public high school principals and the four police officers currently working in their schools on a daily basis during the instructional day. Interviews are an appropriate method of study when the objective of an evaluation is to develop an understanding of the dynamics of a program. They collect a wider spectrum of evidence than the narrow focus of surveys (Merriam, 1988).

The semistructured interview method was employed to determine the operating procedures that were being utilized in the police-school relationship in four high schools. The interview questions paralleled the nine point criteria listed in the NASSP Legal MEMO, School Administrators and Law Enforcement Officials (Bartlett, 1994). The key to

getting good information is asking good questions (Merriam, 1988). Questions were piloted in two high schools. The final set of questions utilized in the interviews are provided in Appendix 3.

High school principals and police officers were selected to be interviewed based on data from returned questionnaires. Two high schools, one from a large school division and one from a small school division, were selected to be studied utilizing data from completed superintendent questionnaires that indicated that their division had a high degree of law enforcement activity and well developed school board policy or rules regulating the police-school relationship. Two other high schools, one from a large school division and one from a small school division, were selected to be studied from superintendent questionnaires that indicated that their division had a high degree of law enforcement activity and little or no existing school board policy or rules regulating the police school relationship.

In this study, a "large" school division is defined as one that had three or more high schools. A "small" school division is defined as one that had only one high school. A "high degree of law enforcement activity" is defined as the indication of the occurrence of at least five of the six law enforcement activities listed in Items 2 and 3 of the questionnaire. A "high degree of existing school board

policy" is defined as the indication of the existence of policy or formal rules and regulations in at least ten of the eleven situations listed in Items 5, 6 and 7 of the questionnaire. "Little or no existing policy" is defined as the indication of non-existence of policy, or the existence of policy in only one of the eleven situations.

In selecting schools to be studied, consideration was given to identifying high schools that were rich in interaction between the principal and the law enforcement officer. Strauss and Corbin note "In discriminate sampling, a researcher chooses the sites, persons, and documents that will maximize opportunities for verifying the story line, relationships between categories, and for filling in poorly developed categories" (Strauss and Corbin, 1990). This purposeful sampling was necessary to collect an adequate supply of germane data in order to complete the study.

#### Instrumentation

A sample copy of the mailing cover letter sent to superintendents is provided in APPENDIX 4. A sample letter assuring confidentiality to interview participants is provided in APPENDIX 5. A copy of the questionnaire used to survey the superintendents is provided in APPENDIX 2.

### Population

Phase I of this study surveyed the one hundred and thirty-one (131) superintendents of public school divisions in the Commonwealth of Virginia that had high schools. Four school divisions in Virginia did not have high schools (Virginia Educational Directory, 1995-96).

Questionnaires were mailed to public school superintendents whose divisions have high schools. They were accompanied by a cover letter delineating the purpose and importance of the study. A pre-addressed, postage paid envelope was also included. Surveys were coded only to track which school division's superintendents had responded. Second mailings were sent or telephone calls were made in an attempt to secure data from non-respondents.

Four principals and police officers were interviewed. The interviews were tape recorded and transcribed in order to be analyzed. A written assurance was provided to all respondents to the surveys and interviews that neither their name nor the names of their schools or school divisions would be reported anywhere in the final study. This was done to encourage openness in the data collection process and to satisfy federal and university requirements to protect the privacy of human subjects.

### Method of Analysis

A questionnaire was utilized to collect data in Phase I of this study. Responses to the survey items were tallied. The number and percent of superintendents that responded to each item were calculated.

Existing school board policy and supporting rules and regulations that were returned with the completed surveys were compared with criteria taken from a Legal Memo of the NASSP. Nine areas were identified as being critical in the NASSP suggested school-police relationship policy. Existing school board policies and rules and regulations were analyzed to determine if they contained any of the critical areas identified. No attempt was made to evaluate the efficacy of each of the criteria. It was only noted if each specific criteria component was contained in the document.

In phase II, interviews were analyzed by coding responses into categories that matched the nine points listed in the NASSP MEMO, *School Administrators and Law Enforcement Officials* (Bartlett, 1994).

## Chapter Four

### Results

The purpose of this chapter is to describe the data and findings derived from both Phase I and Phase II of this study.

### Survey Findings

Questionnaires were mailed on April 8, 1996, to the one hundred thirty-one (131) public school superintendents whose school divisions had at least one high school. This first wave yielded seventy-nine (79) questionnaires (a return rate of 60%). A second mailing of questionnaires was sent to non-respondents on May 20, 1996. After three months, a total of one hundred twelve (112) surveys had been returned (a return rate of 85.5%).

The following data were derived from the returned questionnaires:

**Survey question number one: How many high schools are there currently in your school division?**

With 112 school divisions responding to the questionnaire, superintendents listed a total of two hundred fifty-eight (258) high schools represented in this study. This reflected 89.3% of the total number of high schools (290) in the Commonwealth of Virginia. Nineteen school

divisions and thirty-two high schools from the state are not represented in this study. Nonrespondents are considered nonbiased because of the high representation rate (89.3%).

**Survey question number two: Have any high school principals from your division reported to your office the occurrence of the following types of law enforcement activities during the 1994-95 or 1995-96 school year: a. Conducting an investigation in the school educational environment?, b. Taking a student into custody?, c. Controlling a disturbance in the school environment?, d. Searching students, lockers, and inanimate objects?, e. Requesting access to student educational records?, and f. Other police-school relationship issues?**

The following data were derived:

- 2a. Sixty-six superintendents (58.9% of 112 respondents) reported that police conducted an investigation in the school educational environment.
- 2b. Seventy-eight superintendents (69.6%) reported that police took a student into custody from the school environment.
- 2c. Sixty-seven superintendents (59.8%) reported that police were used to control a disturbance in the school environment.

- 2d. Seventy-nine superintendents (70.5%) reported that police were involved in the searching of students, lockers, and inanimate objects?
- 2e. Forty-five superintendents (40.2%) reported that police requested access to student educational records. Seven school divisions (6.3%) did not respond to this item.
- 2f. In this item, superintendents were asked to specify any other police-school relationship issues. Seven superintendents (6.3%) listed concerns surrounding the police use of canines for drug searches in schools.

The results of Item 2 are displayed in Table 1.

As our nation has seen an increase in violence, weapons, and drug use, so have our public high schools. Even if police were not assigned specifically to the schools, law enforcement activities took place in over half of the school divisions in the Commonwealth during the 1994-95 or 1995-96 school years.

**Survey question number three: Did any of the above activities (from Item 2) involve students with disabilities?**

In Item 3, fifty-five superintendents (49.1%) reported that students with disabilities were involved in the activities listed in Item 2. Four superintendents (3.6%)

Table 1

Law Enforcement Activity Occurring in the High Schools that Was Reported to the Superintendent

2. Have any high school principals from your division reported the occurrence of the following types of law enforcement activities during the 1994-95 or 1995-96 school year:	YES	NO	Did Not Respond
a. Conducting an investigation in the school educational environment?	66 58.9%	45 40.2%	1 0.8%
b. Taking a student into custody?	78 69.6%	33 29.4%	1 0.8%
c. Controlling a disturbance in the school environment?	67 59.8%	44 39.2%	1 0.8%
d. Searching students, lockers, and inanimate objects?	79 70.5%	32 28.5%	1 0.8%
e. Requesting access to student education records?	45 41.0%	59 52.6%	7 6.3%
f. Other police-school relationship issues? (Please specify) Drug dog/Canine searches	7 6.3%	ϕ	105 93.7%

did not respond to this item. Two superintendents wrote on the survey that they "did not know".

**Survey question number four: How many high schools in your division have at least one police officer detailed to the building during the instructional day under the following conditions: a. Full Time detail?, b. Full Time detail assigned to multiple schools on a rotating basis?, c. Part Time detail?, d. Detailed to Central Office Administrator for assignment as needed?, or Other?**

In Item 4a, the 112 superintendents from across the Commonwealth of Virginia that responded to the questionnaire reported that sixty-two high schools (24.0% of the 258 high schools represented in this study) had police assigned to their building full-time, sixteen high schools (6.2%) had police assigned on a rotating basis five days a week, five high schools (1.9%) had police assigned part-time (less than five days a week), and thirteen high schools (5.0%) are served by police detailed to a Central Office Administrator for assignment on an as needed basis. Almost thirty-three percent of the public high schools in the Commonwealth of Virginia have law enforcement officers working full or part time during the instructional day. The results of Item 4 are displayed in Table 2.

Table 2

Number and Percentage of High Schools in Virginia that Have Police Officers Assigned to the Building During the Instructional Day

4. How many high schools in your division have at least one police officer detailed to the building during the instructional day under the following conditions:	Number of High Schools	Percent of High Schools (N=258)
a. Full Time detail?	62	24.0%
b. Full Time detail assigned to multiple schools on a rotating basis five days a week?	16	6.2%
c. Part Time detail, at least half day assigned to one or more schools less than five days a week?	5	1.9%
d. One or more officers detailed to a Central Office Administrator for assignment to any high school on an as needed basis?	13	5.0%
e. Other? (Please specify)	0	0%
TOTAL	96	37.2%

Survey question number five: Does your school division have formal procedures that govern the actions of high school principals in any of the following situations when they interact with police officers assigned to their building:

- a. Conducting an investigation in the school environment?,
- b. Taking a student into custody?,
- c. Controlling a disturbance in the school environment?,
- d. Searching students, lockers, and inanimate objects?,
- e. Allegations dealing with students with disabilities?,
- f. Police requesting access to student educational records?, and
- g. Other?

Superintendents were directed to "skip" Item 5 of the survey if they did not have police assigned to their high schools. This was indicated if the superintendents answered "0" to all of the conditions listed in item 4. Seventy-five superintendents (66.9%) skipped item 5. Thirty-seven superintendents (33.0%) who did have police assigned to their schools responded that their division had formal procedures that govern the actions of high school principals when they interact with police officers assigned to their building in the following situations:

5a. Thirty superintendents (81.1% of 37 respondents with full time police officers in their high schools) reported having procedures for conducting investigations in the school environment.

- 5b. Twenty-six superintendents (70.3%) reported having procedures for taking students into custody.
- 5c. Twenty-three superintendents (62.2%) reported having procedures for controlling a disturbance in the school environment.
- 5d. Twenty-four superintendents (64.9%) reported having procedures for searches of students, lockers, and inanimate objects.
- 5e. Twenty-two superintendents (59.5%) reported having procedures for handling allegations dealing with students with disabilities.
- 5f. Twenty-six superintendents (70.3%) reported having procedures for police requests for access to student education records. Two superintendents (5.4%) did not respond to this item.

The results of Item 5 are displayed in Table 3.

**Survey question number six: Does your school division currently have formal procedures that govern the actions of the principals when they interact with police in their building and who are not assigned to their school?**

In responding to Item 6, sixty-four superintendents (57.1% of the 112 school divisions represented in this study) responded that their school division had formal procedures that govern the actions of the principals when

Table 3

Number and Percent of the Thirty-seven Virginia Superintendents Who Indicated that Their Division had Formal Procedures to Govern Principals' Actions When Interacting with Police Assigned to Their Building

5. Does your school division have formal procedures that govern the actions of high school principals in the following situations when they interact with police officers assigned to their building:	(N=37)			Did Not Respond
	YES	NO	Skip	
a. Conducting an investigation in the school environment?	30 81.1%	7 18.9%	75	0
b. Taking a student into custody?	26 70.3%	11 29.7%	75	0
c. Controlling a disturbance in the school environment?	23 62.2%	14 37.8%	75	0
d. Searching students, lockers, and inanimate objects?	24 64.9%	13 35.1%	75	0
e. Allegations dealing with students with disabilities?	22 59.5%	15 40.5%	75	0
f. Police requesting access to student education records?	26 70.3%	9 24.2%	75	2 5.4%
g. Other? (Please specify)	None			

they interact with police in their building and who are not assigned to their school. One superintendent (0.9%) did not respond.

The results of survey questions numbers five and six indicate a wide range of school board policy, rules and regulations dealing with the police-school relationship in public school divisions across the Commonwealth of Virginia.

**Survey question number seven: Does your school division have formal procedures for dealing with the following:**

**a. Coordination of school board policies with law enforcement officials?, b. Staff development for school staff members who deal with police?, c. Specification of who selects the police officer to be assigned to a particular school?, and d. Specification of who provides the officer's salary for working in the school?**

The derived data were as follows:

- 7a. Fifty-four superintendents (48.2%) reported having procedures that deal with the coordination of school board policies with law enforcement officials.
- 7b. Thirty-eight superintendents (33.9%) reported having requirements for staff development for school staff members who deal with police.
- 7c. Thirteen superintendents (11.6%) reported having

specifications of who selects the police officer to be assigned to a particular school. Thirteen superintendents (11.6%) designated that this item "did not apply" in their situation.

7d. Twenty-one superintendents (18.8%) reported having specifications of who provides the police officer's salary for working in the school. Twelve superintendents (10.7%) designated that this item "did not apply" in their situation.

The results of Item 7 are displayed in Table 4.

**Survey question number eight: How important do you feel it is for a school division to have formal written school board policy that governs the actions of high school principals when they interact with police in their school building?**

The derived data were as follows: Forty-five superintendents (40.2%) selected the "Very Important" response, forty-five superintendents (40.2%) selected the "Moderately Important" response, sixteen superintendents (14.3%) selected the "Not Sure" response, four superintendents (3.6%) selected the "Moderately Unimportant" response, and one superintendent (0.9%) selected the "Very Unimportant" response. One superintendent (0.9%) did not respond to this item. The mean score of the 112 respondents was 4.13. The results of Item 8 are displayed in Table 5.

Table 4

Number and Percentage of Responding Virginia Public School Superintendents Reporting Formal Procedures Regulating Specific School-Police Relationship Issues

7. Does your school division have formal procedures for dealing with the following: (N=112)	YES	NO	Does Not Apply	Did Not Respond
a. Coordination of school board policies with law enforcement officials?	54 48.2%	58 51.8%	0	0
b. Staff development for school staff members who deal with the police?	38 33.9%	73 65.2%	1 0.8%	0
c. Specification of who selects the police officer to be assigned to a particular school?	13 11.6%	86 76.8%	13 11.6%	0
d. Specification of who provides the officer's salary for working in the school?	21 18.8%	78 69.6%	12 10.7%	1 0.8%

Table 5

Virginia Public School Superintendents' Feelings Regarding the Importance of Having School Board Policy Governing the Actions of High School Principals When Interacting with Police in Their Building

8. How important do you feel it is for a school division to have formal written school board policy that governs the actions of high school principals when they interact with police in their school buildings?	Number	Percent
5 Very Important	45	40.2%
4 Moderately Important	45	40.2%
3 Not Sure	16	14.3%
2 Moderately Unimportant	4	3.6%
1 Very Unimportant	1	0.9%
Did Not Respond	1	0.9%

**Survey request: Please send a copy of any formal procedures that your school division utilizes to govern the actions of high school principals when they interact with police in their school building.**

Thirty-four superintendents returned copies of their school division's school board policies or formal rules and regulations that dealt with the police-school relationship. Returned policies were analyzed to determine if they matched any of the nine areas identified as critical by the NASSP. No attempt was made to evaluate the quality or effectiveness of the policies. The outcome of this analysis is displayed in Table 6.

The limited number of school board policies and administrative rules and regulations that were reviewed seldom matched the components suggested in the NASSP Model Statement of Policy (Bartlett, 1994). This data may be misleading in that school divisions sometimes had other forms of regulating documents in lieu of policy, such as Superintendent's Memos, Police Department Orders, or letters of agreement between the law enforcement agency and the school administration.

### Interview Findings

In Phase II of this study the principal and police officer from four high schools were interviewed. Two of the high schools selected for study were from large school divisions, a large division being one that had three or more high schools. The other two high schools selected to be studied were from small school divisions, a small school division being one that has only a single high school. The selected high schools were also divided between divisions having extensive existing school board policy dealing with the police-school relationship and divisions having only minimal policy. Consideration was given in the selection process as to not include high schools that were from a close geographical proximity.

Summaries of the individual interviews from each high school follow. Transcripts of the actual interviews are included in APPENDICES 6 through 9. The daily practices in the police-school relationship in the four high schools were very similar in that they matched NASSP suggested guidelines with the exception of coordination of policies with law enforcement officials and staff development. All four schools had minimal coordination of policy with law enforcement officials and limited staff development related to the police-school relationship.

Table 6

Number of Virginia Public School Superintendents Who Returned Copies of Existing School Board Policies or Other Formal Regulations Dealing with the Police-School Relationship

<b>Formal Regulations Governing the Police-School Relationship in the Following Areas:</b>	<b>Number of VA School Divisions</b>
1. Existing school board policy	11
2. Investigations initiated by school administrators	9
3. Investigations initiated by police	25
4. Taking a student into custody during the instructional day	12
5. Requesting police assistance for controlling a disturbance in the school environment	5
6. Searches of students, lockers, and inanimate objects	9
7. Dealing with disabled students	0
8. Police access to student educational records	4
9. Coordination of School board policies with law enforcement officials	2
10. Staff development for school staff members who deal with the police	1
11. Process	8
12. Canine Searches	1
13. Metal Detectors	1

\*Only thirty-four divisions returned copies for review

## Individual Interview Summaries

### Summary of High School A

#### Large School Division With Extensive Existing Policy

##### Principal

High School A is a large sprawling building on about fifty-six acres in a large school division. The school building houses grades seven through twelve with an enrollment of approximately four thousand.

The student population is about seventy-five percent Caucasian, thirteen percent Asian, six percent African American, and six percent Hispanic. Korean is the primary race among the Asian population in the enrollment.

The principal described the school setting as being urban and a little suburban with the make up of the school population representing the full socio-economic gamut. He reported that the school's attendance area encompasses only one small section of subsidized housing that provides less than fifty students. An equally small number of students come from homes in the over one-half million dollar range.

The principal has worked in this school for five years, one year as an associate principal and the past four years as the principal. There was no singular event that

precipitated police being assigned to the school. The principal decided to request an officer because the campus is large and very accessible. He stated:

"Our school was designed as an open school when it was first built in the early seventies and a lot of plant here has easy accessibility to people driving on campus... our biggest concern was not what was on campus... it was what was interacting with our students once the school day started."

The principal described the police officer's position as low-profile, but highly visible. The officer's job description is a blend of primary responsibilities as a police officer assigned to a school while interfacing with school administrative staff. The principal stated:

"I feel that it is very important for that individual to have a real clear understanding of what education is about , of what we are trying to do in terms of our mission in educating young adults."

The principal was involved with the selection of the officer assigned to the school. Although there was no direct feedback relating to the police officer's evaluation, the principal said he frequently speaks with the police chief to discuss how things are going.

Student investigations are typically initiated by the administrator. The administrators see themselves as *loco parentis* when the police are involved and the administrators

feel responsible for anything that happens to the child. They do not, however, impede officers from fulfilling their duty.

When a student needs to be taken into custody, it is done quietly. The principal asks the police to escort the student out of the building between classes preferably through an exit that is not highly visible. The principal was emphatic in that an administrator must be the one who initiates a search.

In addition, the principal also stated that initially no special concern is given to students with disabilities by the staff when requesting police assistance. After reviewing the facts as to what happened, a causal relationship which may involve a diagnosed disability may be identified that might have contributed to the behavior. At that point, a different approach may be warranted.

The principal stated that the school resource officer and other officers do not have access to student educational records without a court order.

There are scheduled monthly meetings of administrative assistants and school resource officers. The principal typically meets with the police chief more than the two required meetings a year.

The administrative assistant presents staff development updates relating to the police-school relationship at

routine faculty meetings. At the beginning of each year, at a presentation at a faculty meeting, everyone on the faculty is made aware of how to implement the police-school policies.

### Police Officer

The school resource officer (SRO) has worked at this high school full time for three years. He is assigned to only one high school. He had received no special training to work with juveniles. The SRO works in uniform, carries a handgun and has the use of a police cruiser. His salary comes from the law enforcement budget.

The SRO described himself as walking around on patrol with his beat being the high school. He sees his job as basically the same as it would be on the streets, but in a smaller, more limited setting.

The SRO said that the majority of investigations conducted in the school are handled jointly. If the school administrator initiates the investigation and it turns out to be a criminal offense, the SRO is so advised and speaks with the student. If the SRO initiates the investigation because he sees the event happen, he advises the principal.

Normally, the police do not want to take a student into custody at the high school. Where possible, the police try to do this outside of the school setting.

The SRO reported that administrators have on occasion requested his assistance in controlling a disturbance in the school environment. The SRO stated that searches are handled and initiated by the administrators. He specifically addressed the fact that the police are governed by the Fourth Amendment and that the administrators are governed by the requirement of reasonable suspicion. The officer said, "I can't come to them and say I want to search Johnny's locker, will you go into it?" While these areas are not always mutually exclusive, they are vastly different operational and legal procedures.

#### Summary of High School B

##### Large School Division With Minimal Existing Policy

##### Principal

High School B was constructed in 1975. It houses grades nine through twelve with an enrollment of approximately sixteen hundred students. As described by the principal, the student population is about eighty percent Caucasian and twenty percent African American. The principal has worked in this building for ten years, and has been an administrator for fourteen years.

The school setting was described by the principal as rural, but he described the community and students as much more worldly than the typical rural community with a socio-

economic make up described as primarily middle income.

The principal related that there are two full time police officers serving the high school: one officer who is newly assigned to only High School B, and a second police officer who is assigned to all three high schools in the school division. The police work in uniform and are armed.

The principal shared that there were no recent events that led to police being assigned to the school. In previous years, police were only called to the school on the rare occurrence when criminal contraband, such as drugs or a weapon needed to be reported and possibly confiscated. He stated that the police being in the high school is just a proactive step and represented community agencies coordinating their efforts by cooperating with the public schools.

Concerns were expressed by the principal dealing with the new School Liaison Officer Program. He felt that it might become too statistic oriented. In addition, he was concerned that the parents and community leaders may read too much into data such as arrest records. If the police's arrest record gets too high the school may have a public relations problem. He also expressed concern regarding the difficulty in protecting student confidentiality given the interaction of two bureaucracies - the school and the police. The principal said:

"I had shared concerns... when you are in the middle of interrogating a student, ordinarily the legal representative would not be party to that... I have always had some concerns about at what point does the information that is gathered become information that they (police) too are using versus information for enforcing school rules."

Student investigations in this setting are initiated by either the police or the school administrators. The principal related that existing policy is utilized to determine the point at which administrators involve the police in a student investigation. The principal also shared that if a student needs to be taken into custody during the school day, every attempt would be made to involve or contact the student's parents.

Searches are almost exclusively handled by the administrators. Police are involved only if it is anticipated that there may be contraband or a weapon that needs to be confiscated.

The principal shared that there was one meeting with the sheriff to discuss concerns on the implementation of this new program. Also, there are no regularly scheduled meetings between the building administrators and the police. Presently, staff development for school staff members regarding the police-school relationship exists on a very limited basis.

## Police Officer

The School Liaison Deputy has worked at High School B for one year. He is assigned to only one school, and is a certified DARE Instructor. He stated that he works in uniform and carries a handgun.

The deputy related that he currently does not do any student instruction, but sees it coming in the future. The deputy described this new assignment at the school being his patrol zone. He feels that having police located in the school is an expression of the county's interest in developing the community-police relationship. It is an attempt to be more proactive, instead of reactive.

In addition, the deputy felt that through talking with the school's staff that the School Liaison Program has made a very positive impact. He shared concerns that his effectiveness might be measured by the number of arrests in the school, without taking into account the number of juvenile crimes that are deterred or dissuaded by his presence. The officer stated, "...numbers aren't being used to justify our existence."

In student investigations, the deputy referred to an agreement between the school board and sheriff's department that identifies specific situations that must be reported to the police. He described the police-school relationship as working hand-in-hand. The officer said:

"It's not I'm here in my little space and the faculty is in theirs and we are going in different directions. We are working together for one common goal and that's to make this high school conducive to getting an education."

If it is necessary to take a student into custody during the school day, it is done in a manner so as to not embarrass the student or parent. The deputy shared that searches are typically left to the school administrators, but if he had probable cause he could secure a search warrant.

The deputy gives no special treatment to students with disabilities. His access to student information is solely through the school's guidance counselors.

The deputy described the lines of communication between the sheriff's office and the school board as being wide-open. During the orientation programs at the beginning of the school year, the deputy made a presentation to the high school's faculty and staff designed to explain his presence.

## Summary of High School C

### Small School Division With Extensive Existing Policy

#### Principal

High School C was constructed in 1975. The building houses grades nine through twelve with an enrollment of almost two thousand students. The student population is about eighty-eight percent Caucasian and about twelve percent African American; the community was described socio-economically by the principal as blue collar. In addition, the principal said that although the community is often classified as rural, it is actually more like a suburban bedroom community.

The principal has worked in this building for two years, although he has been a principal for four years. The principal was aware of no special events that may have led to police being assigned to the high school. The program was considered by the principal to be proactive rather than reactive.

Although investigations are occasionally done together, they typically are initiated by the administrator. It was stated that it was the rule of thumb to contact the parents if a student was to be interviewed by the police. In the absence of the parents, the principal said, "an administrator would always be present to act in the role of

the parent." If a student needed to be taken into custody during the school day, it was done as discreetly as possible. The student would be handcuffed and escorted out the back door. In searches of students, administrators conduct the search with police being invited to be present if it is believed that there may be illegal substances that need to be confiscated. The principal gave the following example:

"...if we had a report that a youngster had a handgun. Then we again have the Sheriff's Liaison Officer there, we would usually use a metal detector or hand held wand to first determine if there did appear to be anything metallic, a large metallic object present... rather than have somebody reaching into their bag..."

The principal also described the process utilized when the school invited the police to bring their canine unit to the school to conduct locker searches or random classroom searches. The dogs were only used as a cue when they alerted on a locker. This was used as an indicator to the administration that they may want to search a particular locker. Cars were only searched if there was contraband obvious during a visual inspection.

The principal shared that no special treatment was given to students having a disability. However, once the discipline action is taken, a causality hearing is held to

determine the appropriate educational action that may need to be taken. The principal stated that the police officer had to submit a list of student information that was requested and that the school would then provide this data to them.

The principal shared that there were only infrequent meetings between school administrators and law enforcement officials. He described the sheriff's liaison officer as the go-between to transmit pertinent information. The principal did say however, that the superintendent of the school division and the sheriff met periodically to discuss any concerns. At a faculty meeting at the beginning of each school year, the teachers are updated on the appropriate procedures and responses when dealing with the police.

#### Police Officer

The sheriff's office high school liaison officer has worked at this high school for two years, been a detective for seven years, and a police officer for a total of fourteen years. He has had training in dealing with juveniles from the Department of Social Services, and in college courses. He has also been trained in peer mediation techniques.

The police officer works in uniform at his own

discretion and he is armed. He described himself as first and foremost a sheriff's deputy and as liaison officer assigned to the high school. The police officer told of some problems in the past, such as drugs and violence, that may have led to police being assigned to the high school building. He said:

"They also had problems with fights because of the close confines and the crowding of the school. The kids interact and a lot of times tempers can get really bad and that's one of our biggest problems, maybe even more than drugs."

When dealing with investigations, the police officer stated that he was given free reign as to what he thinks should be investigated and what should be reported. He also said however, that he asks the administrators what they want to do regarding whether or not a student should be charged criminally. He said that if something happens directly in front of him, being a police officer, he must take action.

If a student needs to be taken into custody during the school day, the police are usually called to the office and told what is happening. The parents are contacted and the student is then transported to the station.

In conducting student searches, the officer stated that he searches a student's locker or vehicle only if the student gives him permission or consent. He said that if

the student does not give permission, he calls an administrator because the administrators merely need "reason to suspect" in order to conduct a search. It would constitute an illegal search if a police officer initiated an investigation and then contacted an administrator to conduct a search, the officer is governed by the "probable cause" requirement.

When dealing with students with disabilities, the liaison officer said he acted like any officer on the street and handled problems accordingly whether or not the student was "504 or special education." He later added to this statement saying, "the police officer has to go by his senses and try to recognize if a person has special needs."

The police officer said that he had access to basic information regarding student records. If he needed classified information he would go to the principal or assistant principal. As yet, he has not needed this kind of data.

The officer publishes a monthly newsletter sent to the school board that consists of an overview and analysis of crime and incidents that have happened in the high school. Regarding communication between school administrators and law enforcement officials the officer stated, "I am the liaison officer. I am the one who has regular meetings with the superintendent of schools." Staff development dealing

with the police-school relationship consists of a presentation at a faculty meeting at the beginning of the school year. The liaison officer also introduces himself to new teachers and provides answers to any questions that they may have.

### Summary of High School D

#### Small School Division With Minimal Existing Policy

##### Principal

High School D is in a school division that has only one high school and one middle school. The school building is relatively new and is located in a small city in a suburban-like setting. The previous year's student population was approximately thirteen hundred. As described by the principal, the student population is made up of the "haves" and the "have nots". Approximately half of the students come from "upper class" homes and the other half of the students come from housing projects. Academically, half of the students typically fall within the top quartile in standardized testing and the other half fall within the bottom quartile. The racial make up of the student population is about fifty percent Caucasian and fifty percent minority, the minority being almost totally made up of African American students.

The principal has been assigned to the high school for

three years, previously working in the division's middle school for four years. There has been a police officer working full time in the high school for sixteen years. This was the first year that the present Student Resource Officer worked in a school. The police officer had no special training relating to working with juveniles.

The selection of which police officer will be assigned to the high school is made by the police department. The principal said he was asked by the police department for input regarding the characteristics that would be necessary for a successful Youth Resource Officer. In addition to the Student Resource Officer, the high school is also served by two security officials employed by the school division.

The principal shared that in recent years, the high school has had problems with gangs and violence. The principal said that what ever was out in the streets came into the school. Problems in the school during the week were often follow-up reprisals to the previous weekend's events. Just a few years ago, the middle school students staged a walk out protesting the level of violence in the schools.

The principal also told of the positive results of a violence prevention program that was recently implemented in the high school. The program is credited with the following changes which occurred over a three year period: 1) the

occurrence of student fights in one year dropped from forty to twenty-one, 2) the number of out-of-school suspensions in one year dropped from over two thousand to four hundred, and 3) the number of office student discipline referrals fell from over ten thousand to a little over six hundred.

In dealing with searches, the principal stated that school officials have more freedom than the police department. The administrators also "have the responsibility of being the parent in cases when the parents can not be reached for notification." If the principal initiates the search and a criminal violation is found, the police are alerted. The principal stated that police have limited access to student records. They are given data such as names, addresses and phone numbers.

The principal described very open communication among the SRO, security officers, and himself. There are no scheduled routine meetings of police and school officials. There has been no staff development for the faculty as to how they interact with police.

#### Police Officer

This was the first year that the present SRO worked in a school. He took the place of a police officer who had just retired after working in the high school for many years. The police officer had no special training

relating to working with juveniles and he said that his DARE training was really designed for much younger students. The officer works in uniform, carries the issued hand gun in the school, and drives to school in a police cruiser. The SRO reported that he prefers not to take a student into custody in the school building. If he must take a student into custody, he advises the school administration. The officer added, "...anything that I do involving a student, involves the principal or assistant principal."

When doing a student investigation or interrogation, the SRO sees the school as the students' guardian and advises the principal before interviewing a student. The SRO related that he has access to only school related information from school records and this information he obtains from the school administration.

The SRO stated that he is comfortable letting the school handle a student assault in the building if the parents are satisfied with the manner in which the school administration dealt with the matter. He will, however, advise the parents of their right to obtain a warrant. He said that if he witnesses an assault, he can secure a warrant without the parents or school administrators' permission. He added that fights generally do not happen where he is located.

The SRO said that the only training and staff

interaction he has had was when he first began working and the community service officers showed him the school and helped him meet the teachers. There was no formal introduction. The officer exhibited a great deal of enthusiasm in describing his upcoming forty hour training that was specifically designed for student resource officers.

#### Composite Interview Summary

Individual principals' and full time police officers' interviews were coded by identifying statements of day-to-day high school practice that matched the nine areas identified by the NASSP. These results are displayed in Figure 2. In Figure 2, the numbered column on the left lists the nine areas identified by the NASSP as being critical. Across the top of Figure 2 is a breakdown of the four high schools selected to be studied. An "X" indicates a "match" between the expressed practices of high school principals and police and each specific area identified by the NASSP. A "C" indicates that a principal's or police officer's description of their daily practice demonstrated confusion or a direct conflict with suggested NASSP policy and rules regarding police-school interaction.

	Large School Division				Small School Division			
	School A. Extensive Existing Policy		School B. Minimal Existing Policy		School C. Extensive Existing Policy		School D. Minimal Existing Policy	
	PRIN- CIPAL	LEO	PRIN- CIPAL	LEO	PRIN- CIPAL	LEO	PRIN- CIPAL	LEO
<b>X = Match C = Concern</b>								
1. Investigations	X	X	X	X	X	X	X	X
2. Taking a Student into Custody	X	X	X	X	X	X	X	X
3. Disturbance of School Environment	X	X	X	X	X	X	X	X
4. Searches	X	X	X	X	X	C	X	X
5. Students with a Disability	X	X	X	X	X	X	X	X
6. Student Records	X	X	C	X	X	X	X	X
7. School-law Enforcement Liaison	C	C	X	X	X	X	X	X
8. Coordination of Policies with Law Enforcement Officials	C	C	C	C	C	C	C	C
9. Staff Development	X	C	C	C	X	C	C	C

**Figure 2.** Nine Areas Identified by the NASSP as Critical Compared to Practices of Principals and Police in Four Commonwealth of Virginia High Schools

## Summary of Findings

**Research question number one: How many of the high schools in the Commonwealth of Virginia utilize police officers during the instructional day?**

The questionnaire asked school superintendents to indicate the number of high schools that had police officers assigned under specific conditions. One hundred twelve superintendents responded. The results indicated that sixty-two high schools (24%) in Virginia had police officers assigned to their building full time during the instructional school day. Sixteen high schools (6.2%) had a full time officer assigned to multiple high schools on a rotating basis. Five high schools (1.9%) in Virginia had police officers assigned part time for at least half a school day or less than five days a week. Thirteen high schools (5.0%) had police officers assigned to a central office administrator for assignment to a high school on an as needed basis. These data are summarized in Table 2.

**Research question number two: How many of the school divisions in the Commonwealth of Virginia have existing school board policy, rules and regulations governing the police-school relationship?**

The questionnaire asked school superintendents if their school division had policy, rules or regulations governing

the actions of high school principals when the principals interact with police officers assigned to their buildings. Of the thirty-seven superintendents who returned copies of their school division's policies for review, thirty superintendents (81.1%) indicated that their division had formal procedures established for conducting student investigations. Twenty-six superintendents (70.3%) indicated that their division had established procedures in place when police take a student into custody. Twenty-three superintendents (62.2%) indicated that their division had formal procedures for principals to follow when calling law enforcement officers for assistance in controlling a disturbance in the school environment. Twenty-four superintendents (64.9%) reported having formal guidelines for conducting student searches. Twenty-two superintendents (59.5%) reported having procedures for handling situations of criminal allegations dealing with students with disabilities. Twenty-six superintendents (70.3%) indicated that their school division had established procedures directing principals' actions when police request access to student education records. These data are summarized in Table 3.

**Research question number three: To what extent do existing policies and regulations governing the police-school**

**relationship match the criteria outlined by the NASSP in 1994?**

Only thirty-four public school superintendents from the Commonwealth of Virginia voluntarily returned copies of their divisions' school board policies or formal rules and regulations that dealt with the police-school relationship. The returned policies were analyzed to determine if they dealt with the same issues identified by the NASSP.

Only eleven of the thirty-four school divisions that returned documents had a specific school board policy that dealt with the police-school relationship. Nine school divisions reported that they had formal regulations governing investigations initiated by school administrators and twenty-five divisions indicated that they had formal regulations to govern investigations initiated by police officers. Twelve school divisions provided documents indicating that they had formal regulations established for taking a student into custody during the instructional day. Nine school divisions had policy or regulations in place to direct principals in searches of students, lockers, and inanimate objects. Five, or fewer, school divisions out of the thirty-four that returned documents had policies or regulations dealing with: requesting police assistance, police access to student educational records, coordination of school board policies with police officials, and staff

development for school staff members who deal with the police. None of the thirty-four school divisions that returned documents had a policy or regulation governing the actions of administrators in the police-school relationship when dealing with students with disabilities. These data are summarized in Table 6.

**Research question number four: To what extent do existing practices dealing with the police-school relationship in at least four divergent Commonwealth of Virginia high schools match the criteria listed in the 1994, NASSP Legal Memo, School Administrators and Law Enforcement Officials (Bartlett, 1994)?**

Existing practices regarding the police-school relationship in the four high schools selected to be studied matched the suggested NASSP recommendations in the following areas: 1) investigations initiated by both the principal and the police officer, 2) taking a student into custody, 3) controlling disturbances in the school environment, and 4) dealing with students with disabilities.

All responses in the interviews of the four high school principals and police officers matched the NASSP suggested procedures in the area of student searches except for one police officer who said that he searches students' lockers only if they (the students) give him permission or consent.

The police officer went on to say that when a student did not give permission for a search the administrator was called because administrators merely need a reason to suspect as opposed to the officer who needs probable cause. If this is an actual practice, the concern is that the police officer initiated the search and the probable cause requirement would remain in effect.

When dealing with the issue of police access to student educational records, a concern was indicated because one principal expressed confusion as to whether police officers were on the "approved list" of those having access to students confidential records.

The interviews of principals and police from three high schools yielded a match of NASSP suggested practices for "school liaison officers". The interview process also identified a concern in one high school with a law enforcement officer working under the title of "School Resource Officer". The principal described the officer's role as a blend of a police officer and a liaison between the school and the police department. The police officer described his position quite differently saying, "I see myself more as walking around on patrol... my beat is the school... my job is to patrol the hallways and parking lot." This raised a concern that the two key players in the police-school relationship in this high school do not have

an accurate mutual understanding of what they believe the role of police in schools should be.

Two principals described only limited staff development for faculty members that interact with the police. The other two principals said that there was no such staff development at their schools. Of the four high schools from which the principal and police officer were interviewed, no one knew with certainty if their superintendents and police chiefs met regularly to coordinate policy. The results of the analysis of these interviews are displayed in Figure 2.

#### Analysis of Nonrespondents

Questionnaires were mailed to the one hundred thirty-one (131) public school superintendents whose school divisions had at least one high school. One hundred twelve (112) questionnaires were returned yielding a return rate of 85.5 percent. Nonrespondents were considered nonbiased because of the high representation rate (89.3%). The questionnaires had been coded to identify which division superintendents had returned completed surveys. This made it a simple task to determine which public school divisions had not returned completed surveys.

The research methodology of this study stated that information from individual school divisions was to remain confidential. Therefore, each individual nonresponding

school division was not specifically identified, but was grouped into one of the eight geographical areas identified by the Virginia State Department of Education as "Regional Study Groups". These data are displayed in Table 7.

Data were then analyzed to determine: 1) if the nonresponding school divisions were predominantly from any particular Regional Study Group or geographical area of the state, and 2) with nineteen school divisions not participating, what was the number of high schools from the commonwealth that were not represented in this study. The outcome of this analysis is displayed in Table 7.

The number of school divisions that failed to respond to the questionnaire fell rather evenly among the eight Regional Study Groups. The only exception being the geographical area identified as Regional Study Group VII. This group had five school divisions that did not return surveys. There were fourteen high schools from these five school divisions that were not represented in this study. Information dealing with identifying the motivating factors as to why five school divisions from Regional Study Group VII chose not to participate in the study was not collected.

Regional Study Group VII is comprised of the nineteen school divisions that make up the southwestern portion of the state. The relative high number of Nonrespondents from this one group does not appear to have had a significant

Table 7

Number of School Divisions and High Schools from the Commonwealth of Virginia that are Not Represented in this Study, Grouped by the State Department of Education's Regional Study Groups

<b>Regional Study Group</b>	<b>Number of School Divisions not Represented in This Study</b>	<b>Number of High Schools Not Represented in This Study</b>
<b>1</b>	3	3
<b>2</b>	2	6
<b>3</b>	3	3
<b>4</b>	2	2
<b>5</b>	3	3
<b>6</b>	ϕ	ϕ
<b>7</b>	5	14
<b>8</b>	1	1
<b>Total From Commonwealth</b>	<b>19</b>	<b>32</b>

effect on the results of this study. Regional Study Group VII is one of the largest groups. Even with the nonrespondents, fourteen school divisions (73.7% of the nineteen total school divisions in the study group) and thirty-one high schools (68.9% of the forty-five total high schools in the study group) were represented in the study.

## Chapter Five

### Conclusions and Recommendations

This study's conclusions were based on the two following presuppositions: 1) that high school principals need school board policy and rules and regulations because they typically turn to their division's school board policy manuals for guidance when faced with a dilemma with which they have no previous experience, and 2) that the development of policy typically follows a pattern of policy lagging behind practice and practice lagging behind need. Police officers are in Virginia high schools during the instructional day. They are working with principals who's school divisions have at best limited school board policy or administrative rules to guide their actions. As in the policy development pattern described above, Virginia school boards have identified the need for police. In many school divisions, principals and police are determining their own daily practice procedures and the development of school board policy and administrative rules is lagging behind practice.

One out of four high schools in the Commonwealth of Virginia had a police officer assigned to the building full time. When high schools with part time officers were included, the ratio increased to one out of three high

schools with police officers assigned to the school building during the instructional day. The number of police officers in Commonwealth of Virginia high schools may come as a shock to some, but the schools in Virginia suffer from the same increases in violence, weapons, and drug use as their counterparts across the nation. Many school boards, principals, teachers, and community members in Virginia have felt it necessary to turn to law enforcement officials for assistance. This may not be the significant problem, however, that the number of police in Virginia high schools at first implies. Some school divisions in Virginia have placed police officers in their high schools as a proactive measure, rather than the result of increased criminal activity in the schools. The significant issue regarding police officers being assigned to public high schools does not appear to be a safety or security concern. The more critical issue may be the lack of direction and training for everyone involved in the police-school relationship. School administrators in Virginia are interacting with law enforcement officers on a consistent basis, even if they do not have an officer assigned specifically to their building. Over one half of the public school superintendents in Virginia shared that at least one high school from their division reported the occurrence of law enforcement activity in their building during the previous two years.

Commonwealth of Virginia public school divisions have a wide range of existing school board policy, rules and regulations dealing with the police-school relationship. It should be noted, however, that often in school divisions where no policy existed there were often other forms of regulating documents such as, Police Department Orders, Superintendent Memos, or letters of agreement between the law enforcement agency and the school administration. When compared to the NASSP suggested policy and rules, existing Commonwealth of Virginia school board policies dealing with the school-police relationship is often very lacking. Public school superintendents in Virginia expressed that they felt it was important to have school board policy and formal rules and regulations governing the police-school relationship.

Interviews with principals and police officers from four high schools in Virginia raised an additional police-school relationship issue. There was a marked congruency in the daily practices among the four principals and police officers. This was true in spite of the fact that two of the high schools had policy that closely matched NASSP suggestions, while the other two high schools had very little formal policy relating to the police-school relationship. The daily practices of all four principals and police officers matched the suggested NASSP guidelines

except in the areas of the coordination of school policies with law enforcement officials and staff development. All four schools remained similar in that they had minimal or no coordination of school policies with law enforcement officials and at best provided only limited staff development related to the police-school relationship. This appears to indicate that communication and training may be more important than the mere existence of policy.

School board policy is a critical component in the police-school relationship, but policy alone is not enough. In order to successfully handle police-school relationship issues, public school administrators need the following:

- 1) clear and precise school board policy,
- 2) training to develop good daily practice skills,
- 3) open and established lines of communication between the school and law enforcement officials, and
- 4) regularly scheduled staff development for all faculty members who deal with the police.

There is also the implication that police officers selected to serve as School Resource Officers have received training in working with juveniles and have knowledge of the bureaucratic processes of public schools.

### Model Statement Of Policy

Responses from superintendents returning this study's questionnaire and data taken from interviews with high school principals clearly demonstrates the desire and need for policy and procedures dealing with the police-school relationship. The results of this study of school board policy and rules and regulations dealing with police involvement in public high schools in the Commonwealth of Virginia reinforces the importance of the NASSP's proposed *Model Statement of Policy* and *Model Statement of Rules* (Bartlett, 1994).

It is recommended that as Commonwealth of Virginia school divisions begin to develop their own school board policy and regulations to govern the interaction of high school principals and law enforcement officers, special consideration be given to the content proposed policy by L.D. Bartlett in the June, 1994, NASSP Legal Memorandum, *School Administrators and Law Enforcement Officials*. Each school division should also consider its own specific needs when developing policy. It is proposed that the NASSP model policy be utilized as beginning reference:

It shall be the policy of the \_\_\_\_\_  
School District that a reasonably cooperative  
effort be maintained between the school  
administration and law enforcement agencies.  
Law enforcement officials may be summoned to  
conduct an investigation of alleged criminal

conduct on the school premises or during a school-sponsored activity or to maintain the educational environment. They may also be summoned to maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school district's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

It is also recommended that school divisions carefully consider the NASSP's proposed *Model Statement of Rules* when developing administrative regulations to support their school board policy. The NASSP includes the following in its statement of rules:

- I. Investigation Conducted in the Educational Environment
  - A. Initiated by School Administrators
    - 1. Conducted by Administrators
    - 2. Conducted by Law Enforcement Officers
  - B. Initiated by Law Enforcement Officers
  - C. Questioning of Students During Investigations
    - 1. Violations of School Rules
    - 2. Violations of Criminal Law
- II. Taking a Student into Custody
- III. Disturbance of School Environment
- IV. Searches of Students, Lockers, and Inanimate Objects
- V. Students with Disabilities

- VI. Educational Records
- VII. School-Law Enforcement Liaison
- VIII. Coordination of Policies with Law Enforcement Officials
- IX. Staff Development

In addition to the suggestions presented by the NASSP, the results of this study indicate that the following areas of potential police-school interaction should be considered when school divisions are developing the administrative regulations and school board policy: 1) Students being served process at school - eight school divisions in the Commonwealth of Virginia reported already having existing school board policy dealing with this issue, 2) Canine Searches - seven school system superintendents wrote "drug dog" or "canine searches" when responding to this study's open-ended request to identify any "Other police-school relationship issues?", and, 3) the use of metal detectors in school - one school division reported having existing policy or regulations dealing with the use of metal detectors.

#### Recommendations for Further Study

This study could be expanded to determine the specific number of times each type of law enforcement activity occurred in the Commonwealth of Virginia high schools, as opposed to only if they occurred. Through a

qualitative study, one could also research the degree of congruency between school board policy dealing with the police-school relationship and the actual practice of principals and the police assigned to their schools.

The Virginia Code § 22.1-280.1 requires that "the principal shall report to the superintendent... and to the local law enforcement agency any act which may constitute a criminal offense." Further study could research the number and types of student "criminal offenses" that principals report.

Additional study is needed to evaluate the depth and quality of training provided to police officers and school administrators as it relates to the police-school relationship. It would also be useful to determine how high school principals currently learn to deal with police-school relationship problems?

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APPENDIX 1

Sample Letter to the President Requesting Help

The President of the United States  
1600 Pennsylvania Avenue N.W.  
Washington, D.C. 20500

Dear Mr. President:

I realize that you are a busy person, but I need your help. You see, we are having the annual Spring Dance in two weeks. In past years this has not been too much of a problem, but this year it looks like its going to be a doozie. It all started when the Senior Class met to discuss and select a band for the dance. Because we have children from fifteen different countries representing a wide range of cultural differences, I decided to have a representative from each of those groups serve on the Dance Committee. Boy was that a mistake! The Oriental students were adamant about having a Mariachi Band; the Black students demanded Soul music; and the rest of the students were divided over Country Western, Punk Rock, Rock and Roll, and some Group called Herby and the Fire House Five, whoever they are.

To compound the problem, none of the teachers will attend the dance because their contract forbids compulsory attendance at extracurricular activities. The only parents who have agreed to attend insist that they be allowed to carry guns. The police department wants \$200 per person. I didn't mind that so much, but they insisted that the police officers be allowed to drive their police cars onto the dance floor. Every time I call the Superintendent's Office, I'm told he is in conference. Yesterday I received an unsigned note that stated if I couldn't solve the problem "they" would find someone who could.

I was wondering, Mr. President, if the 82nd Airborne Division isn't busy a week from Friday, could I borrow them? I promise to have them home by midnight.

Yours truly,  
Principal

(Blauvelt, 1981, p. xii)

APPENDIX 2

**Survey of Public School Superintendents in the Commonwealth of Virginia  
The Role of Police Personnel in Public High Schools**

=====

**Please answer all questions. Strict anonymity will be maintained for all respondents.**

1. How many high schools are there currently in your school division? \_\_\_\_\_

**Please place an "X" in the appropriate space to indicate a "YES" or "NO" response for each of the following items.**

2. Have any high school principals from your division reported to your office the occurrence of the following types of law enforcement activities during the 1994-95 or 1995-96 school year:

- |   | YES      | NO    |
|---|----------|-------|
| a. Conducting an investigation in the school educational environment? ..... | a. _____ | _____ |
| b. Taking a student into custody? .....                                     | b. _____ | _____ |
| c. Controlling a disturbance in the school environment? .....               | c. _____ | _____ |
| d. Searching students, lockers, and inanimate objects? .....                | d. _____ | _____ |
| e. Requesting access to student educational records? .....                  | e. _____ | _____ |
| f. Other police-school relationship issues? (Please specify) _____          |          |       |

3. Did any of the above activities involve students with disabilities? \_\_\_\_\_ YES NO

4. **Please respond to all alternatives from "a" to "e".** How many high schools in your division have at least one police officer detailed to the building during the instructional day under the following conditions (if there are no officers detailed under any of these conditions, please enter "0"):

- |   | Number of<br>High Schools |
|---|---------------------------|
| a. Full Time detail, (i.e. at least half day assignment to the building)<br>five days a week? .....   | a. _____                  |
| b. Full Time detail, assigned to multiple schools on a rotating basis<br>five days a week? .....  | b. _____                  |
| c. Part Time detail, at least half day assigned to one or more schools<br>less than five days a week? .....                                   | c. _____                  |
| d. One or more officers detailed to a Central Office Administrator for<br>assignment to any high school building on an as needed basis? ..... | d. _____                  |
| e. Other (Please specify) _____   |                           |

If you answered "0" to all of the conditions listed in item 4, skip this question and proceed to item 6.

5. Does your school division have formal procedures (i.e. school board policy, rules or regulations) that govern the actions of high school principals in any of the following situations when they interact with police officers *assigned to their building*:
- |   | YES                         | NO                       |
|---|-----------------------------|--------------------------|
| a. Conducting an investigation in the school environment? ..... | a. <input type="checkbox"/> | <input type="checkbox"/> |
| b. Taking a student into custody? .....                         | b. <input type="checkbox"/> | <input type="checkbox"/> |
| c. Controlling a disturbance in the school environment? .....   | c. <input type="checkbox"/> | <input type="checkbox"/> |
| d. Searching students, lockers, and inanimate objects? .....    | d. <input type="checkbox"/> | <input type="checkbox"/> |
| e. Allegations dealing with students with disabilities? .....   | e. <input type="checkbox"/> | <input type="checkbox"/> |
| f. Police requesting access to student education records? ..... | f. <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (Please specify) _____                                 |                             |                          |

6. Does your school division currently have formal procedures (i.e. school board policy, rules or regulations) that govern the actions of the principals when they interact with police in their building who are *NOT assigned to their school*?
- |    | YES                      | NO                       |
|----|--------------------------|--------------------------|
| 6. | <input type="checkbox"/> | <input type="checkbox"/> |

7. Does your school division have formal procedures (i.e. school board policy, rules or regulations) for dealing with the following:
- |   | YES                         | NO                       |
|---|-----------------------------|--------------------------|
| a. Coordination of school board policies with law enforcement officials? .....                  | a. <input type="checkbox"/> | <input type="checkbox"/> |
| b. Staff development for school staff members who deal with police? .....                       | b. <input type="checkbox"/> | <input type="checkbox"/> |
| c. Specification of who selects the police officer to be assigned to a particular school? ..... | c. <input type="checkbox"/> | <input type="checkbox"/> |
| d. Specification of who provides the officer's salary for working in the school? .....          | d. <input type="checkbox"/> | <input type="checkbox"/> |

8. How important do you feel it is for a school division to have formal written school board policy that governs the actions of high school principals when they interact with police in their school building? **Circle the number that best indicates how you feel.**

Very Important	Moderately Important	Not Sure	Moderately Unimportant	Very Unimportant
5	4	3	2	1

=====  
**If at all possible, please send a copy of any formal procedures (i.e. relevant school board policy, rules or regulations) that your school division utilizes to govern the actions of high school principals when they interact with police in their school building. Thank you.**  
 =====

## APPENDIX 3

### PROPOSED INTERVIEW QUESTIONS For Both Principals and Police Officers

#### School Information Questions

1. Please describe the following:
  - a) student population,
  - b) racial make-up,
  - c) socio-economic make-up, and
  - d) school setting.
2.
  - a. How many years have you been a principal/LEO?
  - b. How many years have you worked with juveniles?
3. How many years have you worked at this school?
4. Is the LEO:
  - a) assigned to only one school?
  - b) in uniform?
  - c) carrying a hand gun?
5. Has the LEO received "special" training related to schools and juveniles?
6. Has this school had a history of activities requiring police intervention?
7. What events do you believe led to police being assigned to your school?
8. Are there documents maintained that track the number of incidents per year that result in police interaction with the school?
9. Can you provide a copy of your school division's student code of conduct, your school's student handbook, or any other similar documents?
10. Does the LEO have a job description? Is it accurate?
11. Is the LEO "on patrol" or operating in a liaison capacity?
12. Describe the LEO's typical daily activities.

## Questions Matching NASSP Criteria

1. Are student investigations initiated:
  - a) by the principal?
  - b) by the LEO?
  - c) jointly?
2. How are student investigations typically handled?
3. Are parents contacted when investigating alleged violations of criminal law?  
Who contacts the parents?
4. Has a student ever been taken into custody during the school day?  
How was this handled?
5. Has the principal ever requested LEO assistance in controlling a disturbance of the school environment (a student or trespasser)?  
How was this handled?
6. How are searches of students, lockers and motor vehicles handled?
7. When the school administrator decides to request police assistance, is special concern given to whether or not the particular student(s) involved have disabilities? How is this handled?
8. In what ways do LEOS have access to information contained in student educational records?
9. How often do school administrators meet with local law enforcement officials to discuss the school district's policy and rules dealing with police contacts with the schools?
10. In what ways are school faculty and staff members made familiar police-school involvement procedures? How often?

## APPENDIX 4

### Sample Letter

DATE

Dear Superintendent,

I am conducting a study of the status of policy development relating to the police-school relationship in the Commonwealth of Virginia. Law enforcement agencies are playing an increasing role in high schools across the Commonwealth. To date, no one has surveyed educators concerning the development of policies specifically dealing with the police-school relationship.

You are being asked to share your division's present policy and regulations defining the police-school relationship and to respond to the eight questions on the enclosed questionnaire. In order that the results of this survey represent the policy makers in all public school divisions in Virginia, it is important that each questionnaire be returned along with a copy of your division's current policy, rules and regulations,

All questionnaires and policies will be kept completely confidential. Each questionnaire has an identifying number for mailing purposes only. This will allow me to monitor which divisions have responded to the questionnaire. Neither your name nor the name of your school division will appear on the questionnaire or in the study results. An index card is also enclosed to indicate the name and telephone number of the person who completes the questionnaire. This data will only be used if additional information is necessary from individual school divisions.

The results of this study will be made available to educators and policy makers throughout the Commonwealth. Hopefully, this research will provide some insights necessary for objective and enlightened policy making concerning the police-school relationship.

Thank you in advance for your cooperation in this study.

Sincerely,

SIGNATURE

APPENDIX 5

DATE

Dear PRINCIPAL,

I am working to complete my doctoral dissertation in Educational Administration from Virginia Tech. The first part of my study included a questionnaire that was sent to all public school superintendents in the Commonwealth of Virginia to survey the status of school board policy dealing with the police-school relationship. The surveys were used to select possible sites to interview high schools principals and police officers who work in the schools. The interviews are the second part of my study. Your school division was identified as a possible location for more in depth study (an interview).

If you agree to be interviewed, I will also contact the police officer who works in your school to set up an interview.

**All participants in the survey process and interviews will remain anonymous. No principals' names, police officers' names, school or school division names will be used anywhere in the study. Please contact me if you have any questions or concerns.**

I thank you in advance for your cooperation.

Sincerely,

SIGNATURE

## APPENDIX 6

### Interviews From High School A

#### Principal

INTV: What is the student population in the building?

PRIN: This is a secondary school and I have 1,446 middle school (7th and 8th graders) and I have 2,497 (9 through 12th graders). This coming year we will be at about 4,000.

INTV: How does that break down racially?

PRIN: We are about 6% black, 6% Hispanic, and about 13% Asian. Primarily, Korean in that Asian population.

INTV: Socio-economically, how does that break down?

PRIN: We do have one small section that is subsidized housing, but I probably draw less than fifty (50) students out of that section. I do have what would be considered the average housing socio-economic level in our community. I have a section that is half million to three-quarter million dollar homes, but those are few in number as well. So, its a full gamut. We do have youngsters that are on free and reduced lunch sitting beside those who are much better off.

INTV: How would you describe the school setting? Would you call this an urban?

PRIN: Yeah. Its becoming more and more so. It would be urban, maybe a little bit suburban. If you go south in our draw, we get into some rather large pieces of property and that would almost borderline on rural, but that is fast developing and it will be suburbia before long.

INTV: How many years have you been a principal?

PRIN: I have been here four years.

INTV: You have been here four, and ...?

PRIN: And I was an associate principal for a year here before I took over the principalship. A total of five years.

INTV: In the years you've been here, or if you are aware of it in the years just preceding your arrival, has the school has any history that required police intervention?

PRIN: No, it hasn't. It was a discussion back in the five, six years ago about the need for police. But for the most part, our school wasn't part of those discussions. Years past, this school has not had the growth spurt that it has recently and certainly its minority population, especially the language minority,

has not been as great as it is today.

INTV: Are you aware then, of any events that led to, or you believe led to, the police being assigned to this particular school?

PRIN: I decided to assign an officer here. I was given that opportunity and what I was trying to do when I came on board was ... our school was designed as an open school when it was first built in the early 70's and a lot of the plant here has easy accessibility to people driving on campus. So our biggest concern was not what was on campus once it arrived, it was what was interacting with our students once the school day started. We did put up barriers to the two side entrances. We have approximately fifty-six (56) acres so they can access this area in many different directions. We have three entrances. Two of the entrances have gates and we close those once school starts and just after school closes. Then the officer came in primarily to insure that the student recognize the need for the safety of everyone and the respect of everyone.

INTV: Are there documents maintained that track the number of incidents per year that involve violence or arrests?

PRIN: Yes. We have a suspension report that we put out every year, compiled on a monthly basis. Those that are violent, we usually refer those, when there is a weapon involved of some kind.

INTV: Have you seen any trends since the police officer has arrived?

PRIN: No. Last fall, not last fall, it was the fall of '94, we had a shooting in one of our local elementary schools. It was a result of the security staff at our school preventing it from happening on school grounds during a football game. We have not had anything similar to that since that time. The officer is a low-profile, yet highly visible individual in the building.

INTV: Does the officer have a job description?

PRIN: Yes. And its a job description that really is a blend between his primary responsibilities as a police officer and his assignment to the school interfacing with the administrative staff here.

INTV: Are you involved in the selection or placement of the officers?

PRIN: Yes. I feel that it is very important for that individual to have a real clear understanding of what education is about, of what we are trying to do in terms of our mission in educating young adults and

that he be able to interface closely with the administrative staff as well as the students. He has done quite well with that. But, yes, either I have been involved in the selection of the officer, or I have an associate who heads up the security of the building has.

INTV: Is the school, anyone in the school, involved in the evaluation of the police officer?

PRIN: No. We don't evaluate them. Although I do have a close contact with the substation chief. He and I meet at least twice a year and to generally discuss how things are going and if everything is okay.

INTV: Do you see the officer as being on patrol, as opposed to being a liaison?

PRIN: I guess I would see him somewhere between those two points. I would see him certainly much more than just a liaison. I have good rapport with the substation group, especially the chief so we can make contact with the police in a moments notice and get additional support here and resources. At the other end of that continuum, I don't see him as an officer on patrol and looking for and trying to ferret out crime. But he is in between that to where he is working with students, talks with them regularly, works with teachers. Right now we have an officer that's been here for three years and students even now come to him and say how do I take care of this speeding ticket, how do I take care of this parking ticket, what can I expect when I go to court? So they see him now as a resource to the judicial system.

INTV: In student investigations, are they usually initiated by the principal, by the officer, or does it happen together?

PRIN: The large, large number of them are initiated by the administrator. The students here are our responsibility and if there is a police officer coming in for an investigation or questioning of any kind, the administrators are aware of it immediately. Whether it be an officer out in the community or our own what we call SRO - School Resource Officer, they let us know what is going on and we certainly contact the parents. But it is not uncommon for us as administrators to initiate a search of one kind or another, whether it be a student's pockets or a locker and find that we also need to bring in a police officer.

INTV: When you bring in the police officer, have the parents already been contacted, or when you get to that point or situation, who is responsible for contacting the

parents?

PRIN: We feel that as administrators, we are responsible for that. We see ourselves as *en loco parentis*, therefore we own the child, if you will, during the school day and anything that happens to the child we are going to be the ones to monitor and be held accountable. We make every effort to contact the parent before we talk with a student, but if a police officer is part of our own investigation, then he can sit with us as we go through an interview with a student. Sometimes we do have an officer, by way of a court order because they are pursuing a crime that has occurred in the community, to come into the building and want access to the student immediately. Based upon police need, the officer has access to the child. We are not going to impede an officer from his duty.

INTV: If a student has been taken into custody during the school day, how was that handled?

PRIN: We usually do that rather quietly. Often times it is the administrator calling the student into his or her office or maybe a counselor's office. They come in and usually find the officer and maybe the parent. Sometimes the parent takes the child if we are talking about an emotionally disturbed child, that needs to be transported, or sometimes the police officer will transport. If it deals with a crime or an investigation, then the police officer escorts the child out. Its usually between classes or out an exit that is rather not highly visible.

INTV: Have you or another building administrator had to request an officer's assistance in controlling a disturbance in the school environment, whether it is a student or a public trespasser? How is that handled?

PRIN: Yes. We have done that on several occasions. Some as a crisis, some as a prevention. One that we have dealt with as a crisis was a child that was in need of emotional support, he needed to be transported to a residential placement, with the knowledge of the mother. He wouldn't leave and he became disruptive right in the building, we had to get other officers as well as medical technicians in to help us get him out of the building. That is where we really have a crisis. But we call the other officers in on several occasions. Out back we have a lot of smokers, a lot of gatherings before and after school, so we have a police officer come in and run interference for us. I have also brought dogs in three different times last year. So, on a preventive venture, I will also bring

in other officers.

INTV: What is the administrator's role when the dogs are called in?

PRIN: We manage where those dogs are going so we know, first of all, what rooms they are going into or what hallways, what lockers they are going to be checked. We don't certainly handle the dogs, nor do we instruct the officers other than where they are to be in the school so that the students and dogs don't come in contact with each other.

INTV: That takes us right into how searches of students, lockers, and motor vehicles handled? By the principal, officer, or jointly?

PRIN: Always have to have the administrator be the one to initiate that. We get the student out of class, if we have a need to search their automobile. A real classic example was about two years before we had the SRO, we got a call from a parent saying that they noticed a Jeep that was parked in the community and there was smoke coming out of the windows and it was during the school day. So, we waited for the Jeep to come back on school grounds, we could identify it, we approached the student before he even left it and said we need to take a look at your car and see what this smell is. As we pursued that, he didn't want to do it. So we called in the canine dog and he just went wild when he smelled that Jeep. We told the student that we were going to turn this over to a police investigation and no longer working with them on their access to marijuana and being on school grounds. Once we turned it over to the police officer, he was prepared to dismantle the vehicle, so the student immediately fessed up to all the paraphernalia and marijuana in it. So, I will work with a student until I know that they are not going to cooperate any longer and then I will bring in the police.

INTV: When school administrators, or staff members, decide to request police assistance, is special concern given to whether or not the particular student or students involved have disabilities?

PRIN: Not initially, no. We pursue that on common ground. Until we have the facts as to what happened, the level of involvement, and perhaps a causality. If the student has a learning disability or a disability that would contribute toward the behavior, then we have, at least from my point of view, a different approach. The police don't. Certainly it is not uncommon, and we keep the parents informed and students, that we can have two different courses of action occurring in

tandem. That if the infraction is criminal in nature, it may be the police or another parent prosecuting, and it may also be me imposing suspension.

INTV: In what ways does the officer have access to information contained in student education records?

PRIN: We are pretty sensitive to that. Usually he does not have a need to know and he does not have access to that. Any information that he does have is usually by word of mouth and it usually emanates from a particular event. He knows students by name and he knows some of their special needs, he certainly knows their court record. We have a school court probation officer here as an awareness agent. So there is a lot of communication there. Its only word of mouth, its really not access.

INTV: I just thought of a different situation, but very similar: an officer, who is not the school resource officer, does that officer come in and report to the principal or to the police officer?

PRIN: He would have to come in as a visitor. Unless he is pursuing a criminal and is in pursuit of such, he or she does have to come in through the main office and check in as a visitor. They sometimes want to come in and talk with either a staff member, a student, or sometimes the administrative staff. But even if they are coming in to talk to a student, they come in through the main office.

INTV: What kind of access to information do they have?

PRIN: No more than the SRO. Unless they have some court order of some kind that gives them special access.

INTV: Are you aware of how often the school administrators meet with the local law enforcement officials to discuss the school district's policies and rules dealing with law enforcement contact in the schools.

PRIN: I have an administrative assistant who is employed by the school board and works in our school. He meets once a month with the SRO and they meet as a group of other SRO's and administrative assistants. I meet, like I said, with the police substation chief at least twice a year. It is to discuss general policies and how we are implementing them and how well it goes. But sometimes we will do that more frequently than once a month or twice a year, if we see a need for it arise or we want to have a task force, we always have those ongoing activities as well.

INTV: Well, you sort of answered this question, but in what ways are school staff members made familiar with the police-school involvement procedures? And how often?

PRIN: Certainly, there is staff development. The

administrative assistant has routine meetings with the staff members that he supervises as well as the SRO. So we do that probably on an ongoing basis. But at the beginning of the year, we have new staff members coming on board, so we will do it again to make sure that everybody is aware of how to implement the policies.

#### Police Officer

- INTV: How many years have you worked in this school?  
LEO: This is my third year.  
INTV: The end of your third year?  
LEO: Right, end of my third year. Two years full time and the first year was part time.  
INTV: Have you worked with juveniles in any other capacity before this school?  
LEO: No. Just as a police officer on patrol.  
INTV: Have you had any special training to work with juveniles.  
LEO: No, not to work with juveniles.  
INTV: You hesitated. Was there something ... beneficial ... maybe something else you had that would be useful here?  
LEO: No. We go through inservice training on a yearly basis that brings us up-to-date on the new juvenile laws and in particular if there are any new policies that deal with the schools. But as far as any training that deals specifically with juveniles ... no.  
INTV: That went to all officers, I assume. Are you by title a youth resource or a school resource officer?  
LEO: School Resource Officer.  
INTV: I can see that you are in uniform. Is that typical for when school is in session?  
LEO: Yes. In this jurisdiction, the School Resource Officers are required to be in uniform unless there is some particular need that day, some particular job you are doing that you don't need to be in uniform. That is our policy.  
INTV: You carry your handgun?  
LEO: Yes.  
INTV: You are assigned only to this school?  
LEO: That is correct.  
INTV: So, prior to these three years, was there a police officer in this school that you are aware of?  
LEO: There was a police officer here on a part time basis for several years before I got here.  
INTV: Are you aware of any events that you believe led to

the police being assigned to this school.

LEO: Not to this particular school. The school resource officers, I believe, are more of a pro-active approach by the school division and other departments to take care of things before they happen. This was part of the community policing program that we have.

INTV: I know that the schools maintain documents of suspensions and acts of violence and that are turned in to the State Department. Are you also responsible, is there another collection system that goes into play when you make an arrest? Is there someone monitoring the effects of the police officers' presence in the high school?

LEO: Yes. I am sure. We have a crime analyst at each particular station and I think at the end of every year we get the calls for services that we have had at each particular high school and the arrests that were made at each particular high school. I am sure those stats are filed away somewhere and someone would be able to pull those out.

INTV: Do you have a specific job description?

LEO: Not a written job description. We have what is called a Memorandum of Understanding between the Police Chief and the School Superintendent. It lays out what are the responsibilities, not only of the police officer but also of the principal of that particular school in interacting with the police officer. As far as any particular job description, I am still a police officer. I am just a school resource officer.

INTV: Do you see yourself more as here walking around on patrol or more in a liaison arrangement?

LEO: I see myself more as walking around on patrol. My beat is the school as opposed to an assigned area that a patrol officer would have. My job is to patrol the hallways and the parking lot and I even go to the surrounding neighborhoods to prevent and investigate any type of crime that occurs there. My job is basically the same as it would be on the streets, but in a smaller setting.

INTV: I am sure there is no such thing as a typical day, but could you give me some idea of what your typical day might be like during the school year?

LEO: Well, at the beginning of the day, specific to our school, we normally have a problem of kids gathering prior to school - 20 to 30 minutes prior to school. In our case, it is out in back of the building. We have a lot of complaints from the neighbors that live there. So, my day starts off usually going out back to make sure everyone is abiding by the laws, even the

smoking laws. That's the way my day usually starts. After school starts at 7:30 a.m., I will come inside and I will walk the halls. I will speak to all the administrators to find out if there was anything that they may have heard about the day before that is going to affect us this day. If there is any crime that occurs or anything that they need to talk to me about, I will have conferences with them throughout the day. If none of those things happen, my day is just walking through the hallways and through the parking lot, especially at lunch time. Before school, during lunch time, and after school are my busiest times. You have 3,000 kids for 45 minutes or so intermingling in the parking lots and everywhere else. That's a typical day, just to patrol. Just like you would be doing out there on the streets, except not in a car, but on foot.

INTV: Do you have access to a police cruiser? Do you come here in a cruiser?

LEO: Yes. I report every day to the station and change into uniform, grab a car. I come here and I will go straight back there.

INTV: You work with all the grade levels in the building, because this is an expanded setting?

LEO: Right, this is a secondary school, grades seven through twelve. and I work in the high school and the intermediate grades.

INTV: These are more specific questions. Are student investigations initiated by the principal, or can they be initiated by you, or are they done jointly? How are student investigations handled?

LEO: The majority of student investigations here are handled jointly, especially the minor violations. The principal or assistant principal is going to advise me of what is happening, if it is a criminal offense and I will speak to the student. If I initiate it, if I see the event happen, I am going to have to advise the principal. It is usually a lot easier, a lot less words have to be said if we both do that together. At our school it has worked out really well. I work great with the administrators around here. I can see a problem if it were a serious felony or a serious debt, I might want to conduct those interviews on a one-on-one basis with the student, simply because a lot of the times, the principal or anyone in that room might be considered a witness that would have to appear, or if they take any statements, those statements can be subpoenaed in court. So, sometimes, to make everything a little bit neater, on the more

serious, the ones that we don't handle every day around here, I think that I would have to handle. Maybe one or two of those have come up, where I handle the investigation and the school puts off their administrative part until the criminal investigation is done.

INTV: So, in the kind of situation you just described, who is responsible for contacting the parents?

LEO: OK. Usually, in the minor infractions, the everyday things, the beepers, the marijuana, the things that occur on an everyday basis around here, usually those things are brought to the principal's attention and he calls on me. Usually by the time I get to the office, he has already called mom and dad and so usually he initiates that. I can think of one case I had here where I actually saw a narcotics transaction and I arrested the two young men and brought them to the principal's office. Then I initiate the contact with the parents and they come down. Normally, by-and-large, it is usually the principal that does that.

INTV: Have you had a situation in the last two or three years where, no matter who initiated it, no parent could be found?

LEO: Yes, but I can not remember any specific incidents.

INTV: That's alright. What happens in that kind of situation?

LEO: The school has a policy here on that. I am not exactly sure what that policy is. The police department has one, they are about the same. What it more or less says is that a police officer shall contact the parents prior to, make every effort to contact the parents, prior to interviewing the child. The school has a policy that goes along those same lines, I don't remember the particulars. But if we if I need to interview a child and I pick up the phone and call mom and dad and they are not there, I might wait a few minutes and call them again. If I have tried to reach them a couple of times, as far as I am concerned that falls within the every effort to contact the parent. And if I can't contact them, then I will go ahead and do the interview. That satisfies our general orders and I think that satisfies the school's policy.

INTV: Has a student ever been taken into custody during the school day?

LEO: Yes.

INTV: How is that handled?

LEO: If its just a warrant service, let's say there is a child that has been a runaway and he has come to

school, only someone has issued a detention order for him, we try to make every effort... it is the police department's policy to try to make every effort to serve that child outside of the school. If there are extenuating circumstances where you think the child may leave the school and you may not be able to get to him, then we will serve that warrant to him here. If I have the luxury of advising the principal, I'll say to him that this is going to happen, we need to take this child into custody and I am going to take him, so he will be able to head off the phone calls if there are any and things like that. Normally, we try to do those sorts of things outside of school, but there have been several times, especially in runaway cases, where they are going to runaway anyway and we have to take them into custody here. I just am required by the Memorandum of Understanding to notify the principal of any physical arrests on the school grounds.

INTV: Have any of the administrators in the building every requested the officer's assistance in controlling a disturbance of the school environment, it could be a student or even a public trespasser?

LEO: Yes.

INTV: How is that handled?

LEO: Usually, in order for me to take certain actions, such as a physical arrest in misdemeanor cases.... misdemeanors have to be committed in my presence. In other words, if the principal says to me that this student did this, this, this and this and I did not see it, I cannot make an immediate arrest, with the exception of a couple of things. If I am called to a hallway, and this has happened before, where a student is creating a disturbance and the principal has tried to get them to go back to class and he refuses and he is disrupting school. That falls under the disorderly conduct statute in Virginia which says that if you disrupt the school in any way, then you suffer the consequences. If that is the case, I respond to that area and I tell the student that he has to do what is required or he could be arrested. If they refuse to comply, and this has happened before, then they are arrested for disorderly conduct. Our policy with the police department is that unless the child is really unruly and is causing a problem, that we call mom and dad and we release them to mom and dad and then I go get a petition. There has been some arrests that have been initiated in that situation from a sub-school principal to me.

INTV: I know most officers are carrying radios that connect them to their own bureaucracy, do you also carry a school radio?

LEO: This is the school radio. I have another portable that I keep in the office, which does me a lot good. But the reason I don't carry it on my belt is that if for some reason, I don't think its particularly this school, our portables do not work half the time. If it only works part of the time and you have to carry it around on your belt, it is really heavy. I keep it in a place where I can get to it, but I don't carry it with me all day.

INTV: Searches of lockers, motor vehicles, how are these handled? By the principal? By the officer? Jointly?

LEO: The administrative searches are handled strictly by the administrators here. I am governed by the fourth amendment, they are governed by reasonable suspicion. There is a big difference. I can't come to them and say I want to search Johnny's locker, will you go into it. I might be present during those. A good example is that if they develop information that a young man might have narcotics on them, they may call him to their office and they may call me there and tell Johnny to empty his pockets. That is more or less the chain of custody type situation where I can take the evidence we are going to need first hand without exchanging it between two or three people. The courts have said that is okay. Its just I can't initiate that search. So, all the administrative searches are handled by the administrators and I don't initiate any of those. That extends to their cars, reasonable suspicion extends to their cars and their lockers and their personal belongings, where I have to deal with probable cause which is a little more substantial.

INTV: When a school administrator or a staff member decides to request police assistance, is special concern given to whether or not the particular students involved have disabilities?

LEO: No. If it is, it is unbeknownst to me. Our policy here is, before the school resource officer, my understanding is that the school had some policies where if certain events happened they were required to notify the police. Now that we have, and I can't speak for everyone, but I know that now that I am in this school, if there is something of a criminal nature that happens, whether its one of those things they are required to report to the police at one time or not, they are required to report it to me. I

should know of any crime that happens here and they are very good about doing that. Now we might not necessarily take any criminal action, but they are supposed to report all the crimes that occur.

INTV: In what ways do you have access to information contained in the student educational records?

LEO: Student educational records? I can get into the computer and get at the names, addresses, phone numbers. I say get into the computer, I have someone get into the computer to get me names, addresses and phone numbers. As far as any grades or anything like that, I don't have access to that type of thing. Actually, I don't have access to any of the disciplinary files, on a regular basis. Now, if I have charged a student in court, and here, I don't know if its everywhere, but here we have the student's rights and responsibilities and at the beginning of school and we go through all the rules that we expect of the kids. They actually take a test and they sign that. There are a bunch of questions on there, true and false questions like can you have a beeper in school, what's going to happen with this, what's going to happen with that? Now, if I charge a child with having a beeper at school, I'll get a copy of that. So, I have access to that type of thing, but I just can't go into somewhere and get it out of a file. I'll go to an administrator and say that I need this particular thing and they give it to me. I don't have a lot of access to disciplinary files or any of the grades. Not that I would need the grades.

INTV: To as much as you might know, how often do school administrators meet with the local law enforcement officials to discuss the district's policy and rules relating to the police contact in the schools?

LEO: I am not even aware that they do. They may very well, but I am not aware of it if they do.

INTV: Are you aware if the school staff members are made familiar with the police-school involvement procedures?

LEO: That is part of my responsibilities.

INTV: How often does that occur?

LEO: The principal and I meet, well we see each other just about every day in the hallways, and we just toss things back and forth at each other, problems and policies. But we do meet on a weekly basis, on Mondays.

INTV: So you meet weekly. How about training for the rest of the staff. Are you aware of that going on?

LEO: No, not provided by the police department. That is

part of the school resource officer's job to make people aware of the chain of custody of evidence and minor investigations and some things to look for, like the new trends in the way kids are carrying marijuana to where they hide it, is my responsibility. There is nothing that I know, and I not sure there shouldn't be, but there is nothing whereas the police department as a whole provides the school with this.

INTV: I just wondered, let's say, the first year you came, three years ago, how did you get to know the staff?

LEO: It was just on a, like I say, every Monday morning we have a staff meeting and I came about the week prior to school starting and that's when they hand out the keys and everybody has to have a key. I thought that would be a good opportunity to meet everyone in the school, teachers, no matter who it was. I stood there with the guy who was handing out the keys and I got to meet everyone face-to-face and then it was a matter of me making it a point to go by their offices every day, even if it was nothing more than to stick my head in and say hi until I got familiar with everyone. You know, as a case arose, if we had a problem with a beeper or we had a problem with a marijuana case in which there was maybe a question about the chain of custody of the evidence, I would go to them and say, look this is the way we need to do this in the future. You know, this is what I have to prove once I get to court and this is what you can do before we get to that to help me out. I don't expect the teachers to know everything I do, but its my responsibility to make sure that they know those type of policies and things are starting to ... you know, it took a while for me to get used to them and them to get used to me and them to get used to certain procedures they need to go through every time when they are dealing with evidence and things like that, but its starting to work out now.

INTV: Do you know officers are selected to become a resource officer?

LEO: If there is an opening, the captain of the police station in which that school is stationed. If there would be an opening here, the captain would advertise that opening and he would require that the officer have demonstrated in the past an ability to get along with different people and to have a lot of knowledge in juvenile law, because we don't deal with a lot of adults. Not that there is any difference but the juvenile system is a lot different than the adult. There were some other requirements, I think you have

to be on the police department for several years, you have to have a knowledge of juvenile law, you have to have an ability and be able to demonstrate an ability to work with different kinds of setting with different types of people. It would be chosen from one police officer within that district's station. So, I would be able to apply for a school resource officer job in the next district, it would have to be in one of the four schools within the station that I work because I am still directly responsible to that district station captain.

INTV: How about evaluations? Are you evaluated by the police organization, are you evaluated by the school organization? Both?

LEO: Just the police department. I'm not so sure they couldn't get some input from the principal here if they wanted to, but right now it is up to my immediate supervisor to evaluate me.

INTV: This is a rather large police organization and a rather large school division. To the best of your knowledge, how do other officers react to or see officers who are working in the schools?

LEO: I don't know. I never thought about that. You know, I not treated any differently. We have an advantage because we work strictly the same ours and the same days of the school. So our weekends are off and we work definite eight hour days. For the rest of the officers that work ten hour days, and sometimes that four ten hour days, rotating to five ten hour days, and the rotate the weekends. So, you know, there might be a little ... they may give you a hard time, they may rib you about the weekends and stuff like that but I really am not treated any differently. I work in the same station as all the rest of the guys in the regular patrol and I change uniform right next to the guys there and they treat me just like I am one of those guys, which I am.

APPENDIX 7

Interviews From High School B

Principal

- INTV: Do you think your liaison officer is operating on an "on-patrol" kind of basis or more in a liaison type of role?
- PRIN: I would say it is more of a liaison and on-call type of arrangement. Because as we progress into our school year, we find that their court-related responsibilities increase. There are periods of time when they are with us throughout the school day and there are other significant periods of time when they are on-call because they have other requirements.
- INTV: This is a pretty difficult question based on what you've just said, but is there a typical kind of daily activity that the liaison officer has in your building?
- PRIN: I haven't had the program in place long enough to really say that there has been a typical pattern because, for example, we haven't reached a point where we have an officer in each school who is assigned to that school and only that school and so I honestly haven't seen a pattern where I can expect that at a certain time of day or certain days of the week. The program is, I would say, still in its infancy and there hasn't been a pattern established that I can see. The one thing that I rely on is the radio.
- INTV: That is your contact? They have a school radio?
- PRIN: Yes. When they are here, we will give them a radio and we will try to reach them the same way I would reach an assistant principal.
- INTV: Does the officer have an office?
- PRIN: Yes. They work out of an office here. One reason for that being that we needed to find a location where we could secure seized property where other folks wouldn't have access to it.
- INTV: Are student investigations initiated by you, by the officer, or together?
- PRIN: It could be either. There are some instances where the officer may be following up on a weekend incident where the officer was aware of information of an incident in the community which we would not have known about or just wanted to talk with students as follow up. It would be more common at the high school that we would initiate that involvement.
- INTV: So you investigate an incident and at some point you

determine that an officer should probably be involved?

PRIN: Yes. Normally, once we have tried to investigate it as thoroughly as we can and make a determination as to what role the officer would play.

INTV: Are parents contacted when investigating possible violations of criminal law?

PRIN: Yes. In fact, that was one of the initial concerns that developed once the program was first introduced was that we went through some growing pains to try to determine how and when they should be involved. On the one hand, we want to work together and share information. On the other hand, the school personnel are also acting in the best interests of the student and we are their surrogate parent, per se, and also their advisor or advocate. We reached a point very early in the year where we wanted to make sure that those lines were clear-cut and in fact, met with the superintendent and sheriff's department and it was determined that we already had an existing policy about the role of legal authorities in questioning of the students and clearly one of those steps was to advise the parents. So, that has been followed and adhered to very closely.

INTV: Has a student ever been taken into custody during the school day?

PRIN: Yes.

INTV: How was that handled?

PRIN: In the case where we could reach the parent immediately, we would have the parent come over and be present when that happened. In another case I can think of, maybe two cases, the parent had initiated it and so the parent had already dealt with the juvenile intake office and was aware and its not uncommon that the place they can find the kids is the school. They have had occasion with runaways, for example, where they can't track them down at home, but they are in fact coming to school. So, in most cases, the parent already has a very significant role in it. In a handful of cases involving a weapon or a drug offense, for example, they have occasionally made an arrest and normally the parent is already present and involved with the questioning. It is rare but it has happened, where we haven't been able to reach anyone.

INTV: Have you ever requested the officer's assistance in controlling a disturbance of the school environment, such as a student or a public trespasser? How is that kind of situation handled?

PRIN: I am trying to think in terms of examples you cited and possibly we have had them involved in the case of

trespassers and basically if it is something where you are trying to have someone removed from the premises I see them taking a similar approach to what school authorities do. You resolve it at the level that you can depending on the seriousness of the incident. I am not aware of any real serious incidents where we really had to take really strong action, I just don't know that has happened.

INTV: How are searches of students or their lockers or motor vehicles handled? Is this a principal issue, an officer issue, a joint issue?

PRIN: To my knowledge, legal authorities have never conducted a search here. I am not sure that that has happened on the property. No, I don't think it has happened. Yes, it did happen, there was one vehicle that was searched on the basis of evidence that was in plain view in the car and so the student and parent were contacted and were present when they entered the vehicle. Other than that, a more typical scenario would be if we had information here, we would take the student and a second witness, normally another administrator so there are two adults and a student at least that would be present when a locker is opened or a vehicle entered.

INTV: When a school administrator or staff member decide to request police assistance, is special concern given to whether or not the particular student involved has a disability?

PRIN: I would say no.

INTV: In what ways does your liaison officer have access to information contained in student educational records?

PRIN: I think they would be on the list of persons who have access. I can't say without question that that is the case but I would think that considering their role as part of a governmental agency that they would have access and we do allow them access to discipline files and such.

INTV: How often do the school administrators, if you are aware of this, meet with the local law enforcement to discuss the district's policy and rules in dealing with the law enforcement interaction in the school? Do you know if they meet?

PRIN: I don't know that its done on a regular basis. We had one session, with this being the first year that this program was in place, we did have one meeting with the sheriff and the officer that was in charge and members of the superintendent's staff. Whether there was a regular schedule of meetings, I can't tell you that. This meeting was basically a result of needing to sit

down and iron out some concerns about how we were to proceed and really access the students and the student information. I had shared concerns, I know, when you are in the middle of interrogating a student, ordinarily the legal representative would not be party to that and so it would not be uncommon that they would be present in an observing capacity. I have always had some concerns about at what point is the information that is gathered become information that they too are using versus information for enforcing school rules. That was when we determined clearly that before they would have any role in the investigation or questioning of students, we would involve parents or guardians.

INTV: I think you just answered this, the do the building administrators meet on any kind of regular basis with the officer?

PRIN: No.

INTV: In what ways are the school staff members here made familiar with the police-school involvement procedures? How often?

PRIN: It would be on a very limited basis. We introduce the individual ordinarily to the staff members. The officer is still very much in a, I would say, he is still finding his role and defining his role and so he is very interested in making contacts with teachers because he wants to see his role expand into being a resource and a spokesperson and being able to have a more informal and educational role with the kids as opposed to being the "cops". So, one of the first things that our officer wanted to do was to have an opportunity to be introduced to the staff and he has begun to socialize with the staff, mix and mingle, so-to-speak, just to make sure that they realize that he would like to have that kind of role where he could be a participant in class discussions and things like that. In terms of defining his job description or trying to set parameters and guidelines, the faculty has been very, very involved. I would say still it is much more common that what he does revolves around the administration team as opposed to the instructional aspects.

#### Police Officer

INTV: Is a uniform a part of your daily practice?

LEO: Yes it is.

INTV: And you carry a weapon?

LEO: Yes.

INTV: How many years have you been working at this school?

LEO: One.

INTV: Have there been other situations where you have worked with juveniles?

LEO: Yes.

INTV: What was that?

LEO: Certified D.A.R.E. Instructor

INTV: You are assigned to only one school?

LEO: That is correct.

INTV: Did you receive any special training related to schools and juveniles other than D.A.R.E.?

LEO: Through the academy, of course, we have instruction in regards to juveniles. Plus, we, myself and the other two liaison deputies, meet and talk and compare notes, if you will. Recently, the Governor's Program has provided training through what we call "Class Action" which is hopefully going to enable us to go into the classroom and teach in civics with regard to juvenile law. I don't want to jump ahead too much, but the whole premise of this school liaison program in this school division is not to develop an adversarial relationship between the law enforcement and the students, but more of a community policing type of effort to establish an open line of communication between the law enforcement and students.

INTV: That is a good point. What is your official title?

LEO: School Liaison Deputy or School Resource Deputy.

INTV: And you are hoping to, but normally you don't do any instruction, but you see that coming in the future?

LEO: Yes.

INTV: In the past few years, I know you've only been here one, but you might know if you've been working in the area, has this school had a history of requiring police intervention?

LEO: No. Again, that was not the reason why the school board and the sheriff's department elected to go with the School Resource Deputies. It was not that any one school needed law enforcement intervention as much as our county is interested in developing the community-police response, a more pro-active approach instead of being reactive.

INTV: I know that the school maintains records of violent acts that are turned in to the State Department. Does the police department maintain, are you tracking any amount of arrests made in the school while you are here? Are any reports made to the board regarding the different schools?

LEO: I don't know the answer to parts of that question. Each deputy, regardless of the patrol zone, and the

senior high happens to be my patrol zone, keeps a list. Obviously, mine is going to reflect the high school. A patrol deputy's is going to reflect his patrol zone. As far as us tracking specifically schools, I don't know. But, again, numbers aren't being used to justify our existence.

INTV: Have you seen, considering the brief amount of time you've been here, a trend? Do you believe the officers have a way of measuring the impact that the officers have made on the school?

LEO: I believe that, in talking with the staff and from what I've seen, we have made a very positive impact. Again, society may want to look at the numbers, it seems like we are kind of numbers-oriented, and say well, why are we getting school resource deputies? We don't have a problem at this school or that school. But, you can't measure the impact that we are having based on our presence. I think that we are a deterrent from juveniles committing crimes. We are a deterrent from juveniles smoking on campus, bringing their pagers to school or trying to sell drugs. They see our cars. They see me maintaining high visibility and by virtue of that, I think we are deterring quite a bit of stuff which aren't going to be reflected in those numbers. I mean, you can't measure our success that way.

INTV: I have some questions now that are more specific to police activities. Student investigations, are they initiated by the administration, by the officer, jointly? How are they handled?

LEO: All three. Sometimes the school administration are going to observe things. There is an agreement between the sheriff's department and the school board that certain things have to be reported to me. If a teacher or a principal observes personal abuse or an assault, that has to be reported to the sheriff's department and I take action as necessary. While I'm walking around, if I see a student smoking, I take action but I also give a name and information to the principal. We are working hand-in-hand. Its not I'm here in my little space and the faculty is in theirs and we are going in different directions. We are working together for one common goal and that's to make this high school conducive to getting an education.

INTV: If you have an investigation and it is a possible violation of a criminal law, who contacts the parents?

LEO: I do. But, again, here in our county, we work hand-in-hand with the administration. I may be conducting

an investigation into an assault, but I am usually working right along side one of the assistant principals. We operate on the same system here. So if I'm contacting a parent, usually that principal is there with me and so we are kind of taking care of both ends at the same time instead of conducting two separate interviews and this sort of thing.

INTV: Have you ever had a situation where a parent couldn't be reached?

LEO: I can't remember any. Because not only do we have home phone numbers, we have work numbers and usually we have been able to contact at least one of the parents or a guardian.

INTV: Has a student ever been taken into custody during the school day?

LEO: Yes.

INTV: How was that handled?

LEO: First off, we don't go out of our way to overtly embarrass any students. So, we try to handle it as privately and confidentially as we can without drawing any undue attention. But, again, its working hand-in-hand with the administrators when the subject is removed, and per our standard operating procedure (SOP), they are restrained and transported.

INTV: When you say SOP, you mean for the police?

LEO: Yes.

INTV: Has the principal or an assistant principal ever requested a law enforcement officer's assistance in controlling a disturbance in the school environment? Whether it be students or a public trespasser? How are situations like that handled?

LEO: Again, my title is the School Resource Deputy, so I am here to enforce the laws of the Commonwealth of Virginia. We have had instances where there was a trespasser, assistance was needed and it was given.

INTV: How are searches of students, lockers, and motor vehicles handled: by the principal, by the law enforcement officer, or together?

LEO: On school property?

INTV: Yes.

LEO: I allow the administration to handle that. I don't get involved unless contraband or something illegal surfaces.

INTV: Who would initiate it? The administration?

LEO: Yes. That's a normal situation. If there is extenuating circumstances where, in fact, I have probable cause then certainly I can get a search warrant and I could bring the student down, but we leave that pretty much to the school administration.

INTV: When school administrators and staff members decide to request police assistance, is special concern given to whether or not a student involved has a disability?

LEO: I don't understand exactly where you are going.

INTV: Would you treat special education students differently in a criminal investigation than you would treat regular education students?

LEO: Again, talking about special education, there are different categories of special education and I would answer no. Everybody at this school is treated the same across the board regardless of race, creed, color or what class they are in. I think in dealing with some aspects of special education, you need to take a closer look at what you are dealing with and why they reacted the way they did.

INTV: Do you have access to information contained in student educational records?

LEO: Yes.

INTV: How do you get access to it?

LEO: Guidance counselors.

INTV: What kind of information do you usually request?

LEO: If I want to see if a student has been involved in repeat offenses or something like that.

INTV: So you go back and look at discipline records?

LEO: Yes.

INTV: How would you get information if you wanted to call a parent?

LEO: Student records are kept right up front in a cabinet on cards that I personally have access to.

INTV: Like emergency cards?

LEO: Yes.

INTV: Is that typically where you get your information?

LEO: Yes.

INTV: Do you know how often school administrators meet with the local law enforcement officials to discuss the school district's policy and rules dealing with law enforcement contact with the school district? Is the superintendent or a designee meeting with the chief or a designee on any kind of regular basis?

LEO: The only thing that I am aware of is that the sheriff and the superintendent have met on a consistent basis and communicate on a regular basis. There has been a very wide-open line of communication between the sheriff's office and the school board.

INTV: I noticed that as you came in this morning you gave a little wave, like a check-in, to the principal. How often do you meet with the principal or other administrators?

LEO: As far as the check-in, its not so much as a check-in

but more as a greeting because I don't work for the schools, I work with the schools. The principal and myself as well as the assistant principals, we have daily contact. More or less an informal setting, so I have contact with administrators and faculty on almost a daily basis.

INTV: Who is responsible for evaluating you then?

LEO: The sheriff's department.

INTV: Do you know if they have input from the school at all?

LEO: I am sure they do contact the principals and administrators to see if they have any input.

INTV: Do you know how the staff members here in the building are made familiar with the police-school involvement procedures? Is there any staff development that you are aware of?

LEO: The staff has been made aware of our presence. I make an effort to go around and introduce myself to each teacher, each faculty member. Plus, we have student orientation, so they've heard my presentations as well and they are well-versed on why I am here and what we are doing.

APPENDIX 8

Interviews from High School C

Principal

INTV: Typically, are student investigations initiated by the principal, by the law enforcement officer, or can it be done together?

PRIN: It can be done together. More typically, you would see with illegal activity that occurred on school grounds, those sorts of investigations would be initiated by an administrator. There were occasions when, obviously, there would have been some criminal activity within the community which involves the students and sheriff's deputies or officers could not reach the students at home or they could not be found anyplace other than school, and they would come into the building and ask that students be interviewed during school time.

INTV: Are the parents contacted when investigating possible violations of criminal law?

PRIN: Yes. The rule of thumb that we always operate it on is that if a student was to be interviewed, it is imperative that an attempt be made to contact parents. If they were considered a suspect in a case, not just someone who could supply a little information, but an actual suspect, a youngster was informed immediately that they had the right if they did not wish to speak and wanted their parents to be present. Again, there was always the attempt to contact parents. In the absence of parents, when the police were in the presence of a youngster, an administrator would always be present to act in the role of the parent.

INTV: Has a student ever been taken into custody during the school day?

PRIN: Yes.

INTV: How was that handled?

PRIN: Well, in the cases that I can remember over a four-and-a-half-year period, it was usually done as discreetly as possible. The student being asked to come into the office, in some cases when a serious crime had been committed, they would be hand cuffed and escorted out a back door or something so that it would not be witnessed by others.

INTV: Have you ever requested the law enforcement officer's assistance in controlling a disturbance in the school environment, whether it be a student or a public trespasser?

PRIN: Yes, I have.

INTV: How was that handled?

PRIN: There have been occasions where you have a person who is trespassing and the most common thing I can think of is having a youngster that had some serious problems that has been suspended from school, has been told that they are not to return to school grounds under any circumstances until something had been done, etc., and would proceed to come back. At that particular time, if they were belligerent, if there were a problem in which it appeared that physical confrontation was likely, then we all carried walkie-talkies, including the sheriff's liaison officer and we would contact him, say that he was needed at such-and-such a point, and utilize his services.

INTV: How about searches of students, lockers, and motor vehicles, how is this handled? By the administrators, by the officer, or jointly?

PRIN: Anytime, and this is a rather expansive issue. But first, if we had, as an administrator, reasonable suspicion that a youngster had contraband on them, we of course had the legal authority, although the sheriff's liaison officer did not, we had legal authority to conduct a search. So, we would often times invite the sheriff's liaison officer to be present, but not to conduct the search themselves. They would simply be there to take into custody any illegal substances or devices or anything else that may be there. Now, if there was a suspicion, for example, if we had a report that a youngster had a handgun. Then, we again would have the sheriff's liaison officer there, we would usually use a metal detector or hand held wand to first determine if there did appear to be anything metallic, a large metallic object, present and rather than having somebody reaching into their bag or something like that. So, that's it as far as individual searches are concerned. When it came to lockers, it's a similar situation. There were not circumstances which the sheriff's liaison officer was asked to do that because he had no probable cause. We did periodically invite, this was by invitation, the sheriff's department and the state police to bring their canine units into the school, which they did, to search the lockers. We did, on several occasions, do a random search of a classroom in which we randomly chose a classroom, not for any particular reason, but purely randomly chose a classroom. We had all the students stand up, exit the classroom, let the dogs come in and search book bags

or whatever was there to see if they were alerted to any particular thing. If he had alerted, that would be our cue, again, as administrators, to do our thing and let the police stand by. As far as the parking lot was concerned, because most of the canines, particularly those that are trained in narcotics identification have a tendency to be somewhat aggressive, we didn't want anybody's car scratched or damaged so all we would generally do would be a walk-through inspection, just a visual inspection. If we saw a car that had a club or a knife in it that was out where you could see it, shotgun shells or anything like that, there again, we would get the student, ask them voluntarily to open their car in our role as administrators, but the sheriff's department would simply stand by.

INTV: When school administrators and staff members decide to request police assistance, is special concern given to whether or not the particular student or students involved have disabilities? How is that handled?

PRIN: Any time, if somebody is endangering themselves or others, that consideration is secondary. Once a person, or once a situation has become under control, then the discipline action that is carried forward by the school division obviously takes that into consideration; what they call the "causality hearing" would always be held if it was a youngster with a disability or any sort of handicapping condition which may have caused their actions. The causality hearing is held to determine what our legal approach will be to that particular youngster.

INTV: With your law enforcement officer being in the building, do they have access to information contained in the student educational records? If they want to, can they get access to student educational records?

PRIN: They have to, there has to be an obvious reason for that to be accessed and usually what we did is they would submit a list of information needed and we would provide it as opposed to allowing them to browse.

INTV: How often do school administrators meet with your local law enforcement officials to discuss the school district's policies and rules dealing with law enforcement contacts with the school?

PRIN: Those meetings were infrequent. When we say that there was a sheriff's liaison officer, that word liaison generally transmits the relationship that we had. That person was used as a go-between and so if the sheriff's department had a particular thing they needed to transmit to us or we to them, that person

would indeed be the go-between. Now, periodically, I met with the sheriff himself. Periodically, the superintendent of schools would meet with the sheriff as well to discuss what they viewed as the needs of not only the school but of that sheriff's deputy within the school, what kind of support he needed. I do know that there is a continuing and ongoing discussion of perhaps providing additional police presence within the school, particularly gender oriented, having one male and one female, to deal with things that are uniquely male or uniquely female or to go into areas of the school which are uniquely male or uniquely female. It makes it extremely difficult, for obvious reasons, for an officer of an opposite sex to go into an area where they may be needed but may lead to some question later as to the propriety of doing that.

INTV: In what ways are the school staff members made familiar with police-school involvement procedures?

PRIN: Every year when we would have a faculty meeting, the sheriff's liaison officer was part of the faculty meeting. He would periodically report to teachers in faculty meetings on the statistical data on what had occurred within the school. He would also work with teachers in faculty meetings on how they could make the school more secure. Things like keeping doors locked. Things like procedures if there were a situation where a youngster or an adult were in the building with a gun or a weapon bent on doing violence, what the procedure should be and what the teacher's responses should be. So there was a pretty easy relationship and ongoing dialogue between the groups, between the teachers and liaison officer.

#### Police Officer

INTV: How many years have you been working with juveniles?

LEO: I have been a police officer for fourteen years and during those fourteen years I was actually a detective for seven years. I have had a lot of dealings with juveniles, being in a bedroom community.

INTV: How many years have you worked at this school?

LEO: This is my second year at this school.

INTV: Were you assigned to one school?

LEO: Yes, our high school is the only high school in the county.

INTV: Do you work in uniform?

LEO: I work in uniform, its at my discretion. Sometimes I work in uniform, sometimes I do not, but its at my

discretion.

INTV: Do you carry a weapon?

LEO: Yes, I do.

INTV: Have you had any special training to work with juveniles?

LEO: Yes. I have had some special training through the Department of Social Services, through peer mediation, also through college, the juvenile justice system.

INTV: What is your title?

LEO: My official title is Sheriff's Office High School Liaison Officer.

INTV: To the best of your knowledge, in the last five years, has the school had any history that required police intervention?

LEO: Yes there has been some problems up here in the schools.

INTV: Were there any specific events that may have actually led to the police being assigned to the school?

LEO: The appearance of a lot of drug use at the school was maybe one of the main causes. Also, our school an enrollment of 1,950 students and the school board thought it would be better to have an officer permanently assigned to the high school when schools are open. It's almost like a teacher, I'm a ten-month employee. They also had problems with fights because of the close confines and the crowding in the school. The kids interact and a lot of times tempers can get really bad and that's one of our biggest problems, maybe even more than drugs.

INTV: I have some questions now that deal with the police and school relationship. How are investigations initiated, by the principal, by the law enforcement officer, or together? How is that handled?

LEO: Usually, its the complainant. The complainant can be anybody, an assistant principal, a principal, a teacher, or another student. I am given basically free reign on what I think should be investigated and what shouldn't be investigated and also what should be reported.

INTV: How do you keep that coordinated with the administration?

LEO: The administration of the school or the sheriff's office?

INTV: The administrators of the school.

LEO: Basically, I ask them what they want to do. I say, do you want this to be, say a student gets in trouble for something at school that is also possibly a violation of law and there is probable cause in which to charge them. I ask the school if they want to pursue

criminal charges and they say yes and they say no sometimes. If something happens directly in front of me, being a police officer, I have no choice but to take action.

INTV: Has a student ever been taken into custody during the school day? How did you handle that?

LEO: Very calmly. I have never had to wrestle a student or anything like that or discharge pepper gas or anything like that in a school or draw my weapon. I have had to take students into custody and it's usually a request to come to my office. We come in and sit down in the office and I tell him exactly what is happening. Usually I call the parents or if the student is over 18 years of age, I can take the student into custody.

INTV: In an investigation where there might be a possible violation of criminal law, who contacts the parents? Is there a procedure for who contacts parents?

LEO: Usually if the administration is handling the student, the parents are already contacted. If the first contact with the student is me, I as the officer have the obligation to contact the parents and let them know what is happening.

INTV: Has the principal ever requested law enforcement assistance in controlling a disturbance in the school environment? Either a student or a public trespasser?

LEO: Yes.

INTV: How was that handled?

LEO: If we do have a trespasser or say a former student that has come into the school, we advise them if they need a particular reason for being in the school building such as maybe to see a guidance counselor for college transcripts or something like that. I take this person to the side and get this person to sign a notice that if he does not have a legitimate reason to be here, he is subject to being charged with trespassing on school property. That documentation is maintained in my office.

INTV: How about searches of students, lockers or motor vehicles? How is that handled?

LEO: If the student gives me permission, gives me consent basically to search their vehicle or their locker, then I do. If they do not then I call an administrator and the administrator merely has to have reason to suspect as opposed to the police officer who needs probable cause before he can search someone's personal belongings and basically violate their Fourth Amendment rights. But several state laws give administrators and teachers the right to conduct

searches based on mere suspicion.

INTV: When school administrators and staff members decide to request police assistance, is any special concern given to whether or not the particular student or students involved have disabilities?

LEO: Yes. That is usually, what we do is before we would go and talk to a student, we would bring them on the computer and they are flagged on the computer as either 504 or special education or something like that and we handle it accordingly. Just like any other person or police officer would handle it on the streets.

INTV: I am confused by that though, you wouldn't have access to the kind of information on the streets that you would have in the school.

LEO: That's true. I guess the police officer has to go by his senses and try to recognize if a person has special needs. If a person is severely mentally retarded then hopefully the police officer is perceptive enough to pick up on that maybe understand what is going on. That's what I was talking about. I know we don't have computers out on the streets.

INTV: In what ways do you have access to information contained in the student educational records?

LEO: I just have the basic facts which are in my office here in school, the computer hooked up into the mainframe of the school system. I can basically look up information on the student, such as class, schedules, parent information and information about the student. But I don't have access to any, I guess you would say, any classified information or things like that. If I need classified information, I usually go to the principal or an assistant principal and they will get it for me. I really haven't had any reason to get it.

INTV: To the best of your knowledge, are you aware how often the school administrators meet with the local law enforcement officials to discuss the school district's policy and rules dealing with law enforcement contacts with the school district? Does the principal or superintendent meet with the chief?

LEO: I know that there is usually a meeting with the superintendent and usually the principal or the high school once a year. Basically, I am the liaison officer. I am the one who meets and has regular meetings with the superintendent of schools.

INTV: When you say regular, how often?

LEO: I put out a newsletter once a month to the school board and, of course, the superintendent gets that.

It just basically gives an overview and analysis of crime and incidents that have happened in the high school for the month. That's one thing that I do. Also, if the superintendent wants to or needs to talk to me about any special needs and he is more than welcome to call me and I will pass on that information. He also asks me for advice and different kinds of interpretation of law.

INTV: In what ways are school staff members made familiar with the police-school procedures?

LEO: Well, there has been a deputy here assigned to the school for about six years. Its pretty much well-known that there is an officer here at the school and maybe I don't quite understand your question, but ...

INTV: I was wondering how a teacher would know what they should be doing if they are reporting something, how would they get that information?

LEO: I am a ten-month employee, so I report when the teachers do and through different orientations and faculty meetings, my job is explained to all the teachers all over again then. At the beginning of every year, usually I am introduced to the staff and I usually make a presentation. I go around to a lot of the new teachers and introduce myself also and tell them that if they have any questions they can contact me and if they have any questions about the procedures and reporting something to me, I don't lay it out to them in a written form or anything, but I tell them that if they do have any questions, I am available to them.

APPENDIX 9

Interviews From High School D

Principal

INTV: Have you ever had a situation where a student had to be taken into custody from this building?

PRIN: Yes.

INTV: How was that handled?

PRIN: For whatever the reasons, there have been several instances once a student resists an officer. For instance, if an officer is sent to a place in the building to pick up a student or bring the student to the office and the student in this case refused to cooperate and ran from the officer, the officer had to catch him. This is what the police call resisting the officer. To contain the youngster, the youngster had to be cuffed and brought to the office and at that point they are required to make a report to the police department. We get a report of the incident as it happened. They are taken downtown and their parents called. I had a case two years ago of a student that refused to leave the building. The student was under suspension, he came back into the building to see his girlfriend, refused to leave, was cursing the police and kept walking down the halls yelling and screaming and cursing. The police called me on the walkie wanting me to advise them as to what to do. I told them to apprehend him and take him downtown. In some cases, what they have to do is to call somebody on patrol to come and pick the youngster up, but the policeman goes with the youngster downtown to contact the parents. Over the last three years, I would say we maybe had four kids that were taken out.

INTV: Do the police officers have the ability or right or direction to take a student into custody without your notice if they see particular things going on?

PRIN: Generally, here the police work with us. We try to avoid kids being taken out of here in cuffs at all costs. It is only when the youngster is out of control or refuses to follow any instructions and causes a tremendous amount of disturbance that the decision is made to take them downtown. Like I say, I can recall four instances over the past three years that that happened. Lots of times, kids are upset, they are brought to the office, we may have the police leave, we talk to the youngster to calm them down. The whole idea of the policeman being in the building

is to provide security, an element of comfort and safety and they try not to be adversarial to the students, they try not to put their hands on students. They try to resolve their issues and conflicts without having to do that. That is the understanding that we have when they come on board, but there are times when they need to actually, just like any teacher, if you see a situation happen, you have to do whatever means you have to protect the safety of other people. In other words, to answer your question I guess, they don't just go up and cuff somebody and take them out of here and not tell somebody.

INTV: In conducting an investigation, can they initiate an investigation, do you, or do you do it jointly? How is that kind of situation handled?

PRIN: An investigation, let's say a student comes to them and says to them, so-and-so has an illegal substance. What they would do is come to us and report what they heard and we would get the student and bring them to the office ourselves, talk to the student, conduct the search ourselves. If we found something, then we would call the police. We have more freedom, quite honestly, to conduct searches and things like that than the police department. Also, we have the responsibility of being the parent in the cases when we can't notify a parent. The only time we would call the police in, is if we found something. We always follow up: we found something, we didn't find anything, there was something to it, or there was nothing to it.

INTV: So is there an administrator with a student if a parent cannot be contacted when they are interrogated or questioned?

PRIN: If the police department were to come in off the street, not our own police, with a warrant for someone, we would contact the parent. We would tell the parent that the police are here because they have a warrant and that we will be present when the warrant is given to the youngster here. If we can't notify the parent, we are still present when the warrant is served. If they have a detention warrant and they have to pick somebody up, in most cases what I tell the police is that if this is something that can be taken care of outside the school building, outside the school day, I would much prefer that that happen. But in some cases, they have been looking for these kids for weeks and weeks and cannot find them unless they come into the school setting. So I cooperate with them. We try to cooperate with the police, but we

don't want the school to be a convenient place for the police to come in and pick up our kids and take them out in cuffs. I think that projects a pretty poor image.

INTV: Have you had situations where you have had to call for police assistance to control a disturbance in the school environment?

PRIN: Remember, we have a police officer here and we have two resource officers as well. Let's say with the administration and with that much support, we haven't had to call for back up.

INTV: Situations where you have to search students or lockers or sometimes cars, how do you handle those situations, as administrators?

PRIN: We do the searches. If we find something, then we alert the police. This year we cooperated with the police department regarding dogs from surrounding counties and did a drug search. On our end, what we did was to keep everybody contained in a classroom, we searched lockers and then went out and searched cars. We never had any contact with any adults other than the people that were here that trained the dogs, the policemen and the administration.

INTV: Have you ever had a situation where a police officer, whether the resource officer or external, came in and wanted access to student records, some information regarding a student.

PRIN: Yes.

INTV: How is that handled?

PRIN: That happens frequently. The police department has access to records, phone numbers, addresses, it is just understood that we cooperate with the police department in every way. If there is a conflict between parents, whereas we cannot give the other parent the name and address of a student or another parent, they file charges with the police, the police can get them that information through coming to the school.

INTV: Do you have some form of standard meeting with the police officer or security officers that are in your building?

PRIN: I don't know if you would call it a standard, formal meeting, but before the year starts, I sit down with the officer and it is usually two new security people. There have never been the same security people each year. We talk about philosophy, we talk about situations, how we would handle this, how we would handle that, if there are any questions that they need to let us know. I try to convey to them that we are

in charge of the building, they are here to assist us. If there are things that happen, for instance, an assault and somebody gets physically hurt, it is our understanding, it is their understanding that you have to take a record, a police record, in case somebody files charges. There needs to be some kind of record with the police because of the police presence. Otherwise, they go through us, they tell us to make sure that what they do is exactly the right way to do it. I had a strange case this year of a young, overzealous resource officer within the first month that he was here, was actually telling kids that they could give him names of people who were distributing drugs and that he had access to give them a reward. Come to find out obviously that he had not access to any funds in the City to give kids. Of course we had to step in and tell him that he was creating a situation that perhaps kids would retaliate and that is not something that he should be doing, that he would putting kids in a bad position by asking them to snitch on someone.

INTV: Did you have to have, or have you had, staff development for school staff members who may actually have to deal with the police?

PRIN: We have had staff development when I had police come into the building and talk about things like what is going on in the community and have taken it as far as gangs... things to look forward to, things to notice about kids, their dress and behavior and so forth. We have also had staff development with our teachers about how to handle fights, but not necessarily staff development on how they should interact with police, no.

INTV: How important do you feel it is for a school division to have a formal written school board policy that governs the actions of a high school principal when they interact with police in their building? Do you see that as necessary and how important is it?

PRIN: I think there needs to be consistency. I am the only high school in this division and pretty much what the chief of police and I agree to is policy. If there were other high schools in the division, we would need to have consistency from one school to the other and I would think there would need to be written policy. For the protection of everybody, I think outside the division, we are close to other surrounding counties with other high schools. I think we all pretty much need to be consistent. It would be invaluable if there was a written policy by the state board of

education, for instance, about this is what you do in this case, and this is what you do in this case. Unfortunately, we don't have written guidelines given to us. We all have our own board policy in some cases its understood policy between the police department and the high school.

Police Officer

INTV: How do you handle taking a student into custody here in the school building?

LEO: To take a student into custody, generally, is something I prefer not to do. But anything that I do involving a student, involves the principal or the associate principal or the assistant principal. It always involves the school administration. Of course, I can do it without involving them, but I try not to do it without their involvement. So that's the first thing I do. Once I take them into custody, I try to come up with an agreement with the principals and these administrators understand what I'm doing and try to agree on it. Most of the times, we do agree. Because things that happen in the school, there can be cases where I would say I have sole call on it but I faithfully like almost everything that happens in the school is the responsibility of the principal. So I take his advice on almost, on everything.

INTV: How about doing a student investigation, interrogating a student?

LEO: Again, I can just reiterate, I always advise the principal when I do an interview with a student because I look at the school as the guardian of that student and I know once they come to school, the school acts as their guardian, so I want to inform them that I am going to be talking to the student. Once I get the alright from them as the guardian, I bring them into the office and sit down and talk to them. Some interview are actually done in the hallway in a quiet spot because the student feel comfortable in the hallway and not in my office. So a lot of the interviews are actually done in a quiet little corner spot in the hallway.

INTV: Have you participated in a student search or locker or car searches in the last two years?

LEO: I have been here since January of this year and during that time I haven't had a lot of times where we had to search a student, but we had that one occasion where we brought in a City canine unit and they actually checked wall lockers. We were happy there was a

negative result. But that was done through the cooperation of the principal and superintendent of schools. The one occasion where we searched a car and also was out in the parking lot doing routine parking lot patrol, noticed a pyrotechnic or some type of flare in a vehicle. We then got with the principal, at that time the associate principal, brought the student to the car and identified what he had in the car, counseled him and turned him back over to the school administration. But the searches are generally done hand-in-hand. I just feel so much safer when they are involved because, being juveniles, I think that guardians should be present when we have contact.

INTV: Have you ever had a time when you have had to request information about a student, address, those kinds of things, how do you get the information you need?

LEO: Information I need on a student, I generally get from the school administration off the school record when it relates to student matters. If I need any other information, I have access to the police department records, but first it is simpler and easier to get it from the school. I haven't ran into an occasion where they couldn't provide it, because most of it is school-related problems.

INTV: Any situations since January where there was a disturbance here in the school that you had to react to?

LEO: We have had situations. I am not going to say there are a lot of situations, because I was still your type when I came to this school that this was a problem place and I must say, it is not. I mean we have situations with student arguing over chairs. Young people can't make those decisions. Dating problems with guys seeing to girls, girls seeing to guys and we handle the breaking them up, again with the school administration getting involved. If there is a thing where a child is assaulted, if there is a fight, if there is an assault where injuries take place, then we make it a point (by we I mean the administration and myself) to notify the parent of the legal action regarding whatever happened to the child that was assaulted. So far as I can recall, after we gave that advice the parents were satisfied with the school handling it with suspension and what-have-you. There is two ways you can handle it, if that parent feels comfortable with the school administration handling that, a school matter, then I am comfortable with that. I look at the primary thing here is educating these young people. But at the same time I will

advise them on what you can do - go out and get a petition, we require a petition if less than eighteen, if the child is over eighteen, I would talk to them about obtaining a warrant.

INTV: At that point, that is your call, is that right?

LEO: To talk to that parent?

INTV: No. It's their right, but if you witness something occur...

LEO: Oh, see there you go, if I witness it, I can get the warrant, that's my call, but I can say since I have been in this school, fights don't generally happen where I am located.

INTV: That's true.

LEO: I am usually called to the fight, but if it happens in my presence, I can get the warrant, I don't have to wait for a parent.

INTV: That's the difference when I think about a school violation versus a criminal violation. A fight sometimes is debatable - is that fight really worth a criminal, worth the police getting involved. Is that what you were implying?

LEO: Right.

INTV: If the parent thinks it's a problem, then you may take it further.

LEO: The thing I look for is a fight. Like you were saying, is it a fight or is it an all-out assault where a crime is committed or was it a young adolescent fight - young boys and girls fighting. Well, the first thing I want to know is did the person receive any injuries - did a head hit the wall or a locker or hurt in any way. Anything like that because that changes things a bit, you know, if an injury took place. If it was shoving and pushing and calling names, then I think of it as a school/high school fight and the administration should be able to handle. Some people may not always agree with that and I try to tell my mind, do I have a high school fight, an altercation or do I have an out-and-out street attack, or an attack, and I try to go from there. That's how we handle it. Here in the school, the out-and-out street attack, again, that's my judgement, I can say I can recall two. A young guy and girl got in a tussle on the g-line and were up in the hallway they got to fighting so hard all of her fingernails came off and there were scratches and skin was broken but generally there was just kicking and shoving.

INTV: You said you came in January. How were you introduced to the staff or to the students - but there was always an officer?

LEO: Certainly. I came in January when the officer who had been here for many years retired. So they moved me in and introduced me to the principal who in turn introduced me to the associate principals. After that I came down and met the community service officers, there are two in the school, and they in turn, trained me and showed me the school and you sort of meet the teachers as you are going around the school because there are so many of them. There was no formal introduction but I manage to get out there and see them and touch bases with them.

INTV: Have you had any special training, for example, juvenile law, more than a traditional police officer's training?

LEO: I am happy that you asked that because now I can hold them to the school I am getting ready to go to. When they moved me into the school, basically no I hadn't other than they saw the off-duty police work I had done, I was involved with young people. They liked me because I had done so many years in the military and working with young marines, 24 years. They asked would I be interested in the job and I said sure. Now that I am in here, next week, I will go off to Chattanooga to school resource training and it was designed so I could catch that during the summer. So I will be going through a 40 hour training. They try to get me into classes like mediation training, that's a 40 hour class. I am a D.A.R.E. officer, I had that training, but they are younger students. Those are the training programs I am trying to get into.

## VITA

### Anthony Dursa

Anthony Dursa is currently an assistant principal at Metz Junior High School in the City of Manassas, Virginia. He has served as an assistant principal for the City of Manassas Public Schools for the past nine years.

Previously, Mr. Dursa was an elementary school principal in Stafford County, Virginia and in Wake County, North Carolina. He also was a part-time undergraduate instructor at Meredith College in Raleigh, North Carolina.

Mr. Dursa earned his B.S. degree in elementary education from Slippery Rock University of Pennsylvania and an M.Ed. in language arts and reading from the University of North Carolina at Chapel Hill. He began his career in education as an elementary teacher and math resource teacher at Swift Creek Elementary School in Raleigh, North Carolina.

A handwritten signature in black ink, appearing to read "Anthony Dursa". The signature is stylized with large, overlapping loops and a cursive script.