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**Guard  
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**SB-1626**



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# SB1626

# COURSE

# HANDOUTS

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# Section 1

## Role and Responsibility of School Security Officers

## SUPERVISOR CHECKUP CHECKLIST

Discuss with your supervisor:

From Section 1:

- \_\_\_\_\_ The campus rules and regulations you should enforce.
- \_\_\_\_\_ The areas you should patrol, when and where you may take a break and your general duties.
- \_\_\_\_\_ Apprehending persons versus preventing, observing and reporting.
- \_\_\_\_\_ What is the expectation of the District Administration concerning your jurisdiction?
  - Stop at the Curb?
  - Go When Directed?
  - Leave on your own discretion?
- \_\_\_\_\_ The duties and tasks you are expected to perform and those you are not expected to perform.
- \_\_\_\_\_ The campus safety plan and your role in implementing the plan.
- \_\_\_\_\_ The organization of the District and your chain of command.
- \_\_\_\_\_ The type of conduct that would be considered unethical.
- \_\_\_\_\_ The types of issues that you could see or hear that should be kept confidential.

From Section 2:

- \_\_\_\_\_ The amount of force you may use to search, detain persons, break up fights or remove weapons from a person.
- \_\_\_\_\_ The search policy for your campus. Must another employee be present? May a campus security officer conduct searches? What are the areas you may search? (people, book bags, lockers, vehicles)
- \_\_\_\_\_ If and when you may make an arrest.
- \_\_\_\_\_ The type of disturbance you will confront and your campus's procedures.
- \_\_\_\_\_ The procedures for reporting crimes and rule violations on your campus. The discussion should include the written reporting procedures, the immediate notification procedures for serious incidents and what those serious incidents are.
- \_\_\_\_\_ Your role in protecting students off the campus.

From Section 3:

- \_\_\_\_\_ Who assumes overall command of an incident.
- \_\_\_\_\_ Who is responsible for summoning outside assistance-fire, police.
- \_\_\_\_\_ What degree of force is expected to stop fights, remove weapons, escort students to the office.
- \_\_\_\_\_ What special tactics should be employed by the Campus Security Officer.
- \_\_\_\_\_ Who will disseminate information regarding an incident - who will maintain accurate information to keep rumors to a minimum.
- \_\_\_\_\_ Are there special assembly areas? If so, where are they?
- \_\_\_\_\_ Your role during a “lock down”.
- \_\_\_\_\_ The proper methods for notifying the police, students, staff and administration of an armed person on the campus.
- \_\_\_\_\_ Your campus procedures for visitor control.
- \_\_\_\_\_ The tactics you should use when you observe an outsider on your campus.
- \_\_\_\_\_ The procedure for removing a student from a classroom.
- \_\_\_\_\_ The areas on your campus that require special patrol or attention.
- \_\_\_\_\_ Procedures for persons observed in the stands that might be using drugs, alcohol or in possession of a weapon.
- \_\_\_\_\_ Procedures to keep the home and visitors separated during and at the end of the game.
- \_\_\_\_\_ Procedures to deal with a hostile crowd.
- \_\_\_\_\_ The incidents that require police notification.
- \_\_\_\_\_ Procedures for collecting and preserving evidence.
- \_\_\_\_\_ The procedure for summoning outside assistance – police, fire, district resources.

From Section 4:

- \_\_\_\_\_ The types of situations you may become involved in that require conflict mediation.
- \_\_\_\_\_ The best tactics to use to mediate conflict.
- \_\_\_\_\_ The types of incidents requiring a security report.

\_\_\_\_\_ The routing and approval process for security reports.

From Section 5:

\_\_\_\_\_ Your responsibilities during a campus emergency.

\_\_\_\_\_ Your campus emergency plans, including the location of the EOC, emergency supplies, lock down and evacuation procedures and your Incident Command System.

\_\_\_\_\_ The procedure for bomb threats on your campus.

From Section 6:

\_\_\_\_\_ The procedure to refer a person you suspect of exhibiting early warning signs of violent behavior or other emotional problems.

\_\_\_\_\_ The gangs in your area.

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

Student Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

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

# Section 2

## LAW AND LIABILITY



**NEW JERSEY v. T. L. O., 469 U.S. 325 (1985)**

**Argued March 28, 1984 Reargued October 2, 1984**

**Decided January 15, 1985**

JUSTICE WHITE delivered the opinion of the Court.

**I**

On March 7, 1980, a teacher at Piscataway High School in Middlesex County, N. J., discovered two girls smoking in a lavatory. One of the two girls was the respondent T. L. O., who at that time was a 14-year-old high school freshman. Because smoking in the lavatory was a violation of a school rule, the teacher took the two girls to the Principal's office, where they met with Assistant Vice Principal Theodore Choplick. In response to questioning by Mr. Choplick, T. L. O.'s companion admitted that she had violated the rule. T. L. O., however, denied that she had been smoking in the lavatory and claimed that she did not smoke at all.

Mr. Choplick asked T. L. O. to come into his private office and demanded to see her purse. Opening the purse, he found a pack of cigarettes, which he removed from the purse and held before T. L. O. as he accused her of having lied to him. As he reached into the purse for the cigarettes, Mr. Choplick also noticed a package of cigarette rolling papers. In his experience, possession of rolling papers by high school students was closely associated with the use of marihuana. Suspecting that a closer examination of the purse might yield further evidence of drug use, Mr. Choplick proceeded to search the purse thoroughly. The search revealed a small amount of marihuana, a pipe, a number of empty plastic bags, a substantial quantity of money in one-dollar bills, an index card that appeared to be a list of students who owed T. L. O. money, and two letters that implicated T. L. O. in marihuana dealing.

Mr. Choplick notified T. L. O.'s mother and the police, and turned the evidence of drug dealing over to the police. At the request of the police, T. L. O.'s mother took her daughter to police headquarters, where T. L. O. confessed that she had been selling marihuana at the high school. On the basis of the confession and the evidence seized by Mr. Choplick, the State brought delinquency charges against T. L. O. in the Juvenile and Domestic Relations Court of Middlesex County. Contending that Mr. Choplick's search of her purse violated the Fourth Amendment, T. L. O. moved to suppress the evidence found in her purse as well as her confession, which, she argued, was tainted by the allegedly unlawful search.

The court concluded that the search conducted by Mr. Choplick was a reasonable one. The court on March 23, 1981, found T. L. O. to be a delinquent and on January 8, 1982, sentenced her to a year's probation.

**II**

In determining whether the search at issue in this case violated the Fourth Amendment, we are faced initially with the question whether that Amendment's prohibition on unreasonable searches and seizures applies to searches conducted by public school officials. We hold that it does.

It is now beyond dispute that "the Federal Constitution, by virtue of the Fourteenth Amendment, prohibits unreasonable searches and seizures by state officers." Equally indisputable is the proposition that the Fourteenth Amendment protects the rights of students against encroachment by public school officials.

These two propositions - that the Fourth Amendment applies to the States through the Fourteenth Amendment, and that the actions of public school officials are subject to the limits placed on state action by the Fourteenth Amendment - might appear sufficient to answer the suggestion that the Fourth Amendment does not proscribe unreasonable searches by school officials. However, the State of New Jersey has argued that the history of the Fourth Amendment indicates that the Amendment was intended to regulate only searches and seizures carried out by law enforcement officers; accordingly, although public school officials are concededly state agents for purposes of the Fourteenth Amendment, the Fourth Amendment creates no rights enforceable against them.

We have held school officials subject to the commands of the First Amendment, see *Tinker v. Des Moines Independent Community School District*, and the Due Process Clause of the Fourteenth Amendment, see *Goss v. Lopez*. If school authorities are state actors for purposes of the constitutional guarantees of freedom of expression and due process, it is difficult to understand why they should be deemed to be exercising parental rather than public authority when conducting searches of their students. More generally, the Court has recognized that "the concept of parental delegation" as a source of school authority is not entirely "consonant with compulsory education laws." In carrying out searches and other disciplinary functions pursuant to such policies, school officials act as representatives of the State, not merely as surrogates for the parents, and they cannot claim the parents' immunity from the strictures of the Fourth Amendment.

### III

To hold that the Fourth Amendment applies to searches conducted by school authorities is only to begin the inquiry into the standards governing such searches. Although the underlying command of the Fourth Amendment is always that searches and seizures be reasonable, what is reasonable depends on the context within which a search takes place. The determination of the standard of reasonableness governing any specific class of searches requires "balancing the need to search against the invasion which the search entails." On one side of the balance are arrayed the individual's legitimate expectations of privacy and personal security; on the other, the government's need for effective methods to deal with breaches of public order.

We have recognized that even a limited search of the person is a substantial invasion of privacy. We have also recognized that searches of closed items of personal luggage are

intrusions on protected privacy interests, for "the Fourth Amendment provides protection to the owner of every container that conceals its contents from plain view." A search of a child's person or of a closed purse or other bag carried on her person, no than a similar search carried out on an adult, is undoubtedly a severe violation of subjective expectations of privacy.

Of course, the Fourth Amendment does not protect subjective expectations of privacy that are unreasonable or otherwise "illegitimate. To receive the protection of the Fourth Amendment, an expectation of privacy must be one that society is "prepared to recognize as legitimate." The State of New Jersey has argued that because of the pervasive supervision to which children in the schools are necessarily subject, a child has virtually no legitimate expectation of privacy in articles of personal property "unnecessarily" carried into a school. This argument has two factual premises: (1) the fundamental incompatibility of expectations of privacy with the maintenance of a sound educational environment; and (2) the minimal interest of the child in bringing any items of personal property into the school. Both premises are severely flawed.

Against the child's interest in privacy must be set the substantial interest of teachers and administrators in maintaining discipline in the classroom and on school grounds. Maintaining order in the classroom has never been easy, but in recent years, school disorder has often taken particularly ugly forms: drug use and violent crime in the schools have become major social problems. Even in schools that have been spared the most severe disciplinary problems, the preservation of order and a proper educational environment requires close supervision of schoolchildren, as well as the enforcement of rules against conduct that would be perfectly permissible if undertaken by an adult.

How, then, should we strike the balance between the schoolchild's legitimate expectations of privacy and the school's equally legitimate need to maintain an environment in which learning can take place? It is evident that the school setting requires some easing of the restrictions to which searches by public authorities are ordinarily subject. The warrant requirement, in particular, is unsuited to the school environment: requiring a teacher to obtain a warrant before searching a child suspected of an infraction of school rules (or of the criminal law) would unduly interfere with the maintenance of the swift and informal disciplinary procedures needed in the schools. Just as we have in other cases dispensed with the warrant requirement when "the burden of obtaining a warrant is likely to frustrate the governmental purpose behind the search," we hold today that school officials need not obtain a warrant before searching a student who is under their authority.

The school setting also requires some modification of the level of suspicion of illicit activity needed to justify a search. Ordinarily, a search - even one that may permissibly be carried out without a warrant - must be based upon "probable cause" to believe that a violation of the law has occurred. However, "probable cause" is not an irreducible requirement of a valid search. The fundamental command of the Fourth Amendment is that searches and seizures be reasonable, and although "both the concept of probable cause and the requirement of a warrant bear on the reasonableness of a search, . . . in certain limited circumstances neither is required." Thus, we have in a number of cases

recognized the legality of searches and seizures based on suspicions that, although "reasonable," do not rise to the level of probable cause.

We join the majority of courts that have examined this issue in concluding that the accommodation of the privacy interests of schoolchildren with the substantial need of teachers and administrators for freedom to maintain order in the schools does not require strict adherence to the requirement that searches be based on probable cause to believe that the subject of the search has violated or is violating the law. Rather, the legality of a search of a student should depend simply on the reasonableness, under all the circumstances, of the search. Determining the reasonableness of any search involves a twofold inquiry: first, one must consider "whether the . . . action was justified at its inception,"; second, one must determine whether the search as actually conducted "was reasonably related in scope to the circumstances which justified the interference in the first place,". Under ordinary circumstances, a search of a student by a teacher or other school official will be "justified at its inception" when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Such a search will be permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

#### IV

There remains the question of the legality of the search in this case. Our review of the facts surrounding the search leads us to conclude that the search was in no sense unreasonable for Fourth Amendment purposes.

The incident that gave rise to this case actually involved two separate searches, with the first - the search for cigarettes - providing the suspicion that gave rise to the second - the search for marihuana. Although it is the fruits of the second search that are at issue here, the validity of the search for marihuana must depend on the reasonableness of the initial search for cigarettes, as there would have been no reason to suspect that T. L. O. possessed marihuana had the first search not taken place. Accordingly, it is to the search for cigarettes that we first turn our attention.

Because the hypothesis that T. L. O. was carrying cigarettes in her purse was itself not unreasonable, it is irrelevant that other hypotheses were also consistent with the teacher's accusation. Accordingly, it cannot be said that Mr. Choplick acted unreasonably when he examined T. L. O.'s purse to see if it contained cigarettes.

Our conclusion that Mr. Choplick's decision to open T. L. O.'s purse was reasonable brings us to the question of the further search for marihuana once the pack of cigarettes was located. The suspicion upon which the search for marihuana was founded was provided when Mr. Choplick observed a package of rolling papers in the purse as he removed the pack of cigarettes. Although T. L. O. does not dispute the reasonableness of Mr. Choplick's belief that the rolling papers indicated the presence of marihuana, she

does contend that the scope of the search Mr. Choplick conducted exceeded permissible bounds when he seized and read certain letters that implicated T. L. O. in drug dealing. This argument, too, is unpersuasive.

Accordingly, the judgment of the Supreme Court of New Jersey is

Reversed.

JUSTICE BRENNAN, with whom JUSTICE MARSHALL joins, concurring in part and dissenting in part.

I fully agree with Part II of the Court's opinion. Teachers, like all other government officials, must conform their conduct to the Fourth Amendment's protections of personal privacy and personal security. As JUSTICE STEVENS points out, this principle is of particular importance when applied to schoolteachers, for children learn as much by example as by exposition

I do not, however, otherwise join the Court's opinion. Today's decision sanctions school officials to conduct fullscale searches on a "reasonableness" standard whose only definite content is that it is not the same test as the "probable cause" standard found in the text of the Fourth Amendment. In adopting this unclear, unprecedented, and unnecessary departure from generally applicable Fourth Amendment standards, the Court carves out a broad exception to standards that this Court has developed over years of considering Fourth Amendment problems. Its decision is supported neither by precedent nor even by a fair application of the "balancing test" it proclaims in this very opinion.

**NOT TO BE PUBLISHED IN OFFICIAL REPORTS**

California Rules of Court, rule 8.1115(a), prohibits courts and parties from citing or relying on opinions not certified for publication or ordered published, except as specified by rule 8.1115(b). This opinion has not been certified for publication or ordered published for purposes of rule 8.1115.

IN THE COURT OF APPEAL OF THE STATE OF CALIFORNIA

FIRST APPELLATE DISTRICT

DIVISION THREE

In re D.A., a Person Coming Under the  
Juvenile Court Law.

THE PEOPLE,

Plaintiff and Respondent,

v.

D.A.,

Defendant and Appellant.

A133055

(Solano County  
Super. Ct. No. J40764)

Appellant D.A. appeals from jurisdictional and dispositional orders declaring him a ward of the court and placing him on probation after he admitted that he brought and possessed a knife on school grounds. We reject appellant’s argument that the juvenile court erred by denying his motion to suppress the knife. However, we agree with appellant that the probation condition directing him to stay away from any school in which he is not enrolled must be modified, and we remand the matter to the juvenile court for further proceedings in regard to that issue. We otherwise affirm the jurisdictional and dispositional orders.

**FACTUAL AND PROCEDURAL BACKGROUND**

A juvenile wardship petition filed pursuant to section 602 of the Welfare and Institutions Code alleged, as amended, that appellant had committed the misdemeanor offense of bringing and possessing a knife on school grounds (Pen. Code, § 626.10,

subdivision (a)). Appellant moved to suppress the knife on the ground that it had been illegally seized during a search of his backpack by school administrators at his high school.

At the suppression hearing, the then vice-principal at appellant's high school testified that on January 20, 2011, she was contacted in person by the mother of a student. The mother reported that the previous day, her son, together with appellant, and two other identified boys, were walking home from school, and were victims in an altercation with a group of about 20 young men. The altercation had occurred off school grounds about "[m]aybe a half-mile" away. According to the mother, "the other three boys who had actually left her son to be beat up had called and told her son that they were going to bring weapons to retaliate." The mother was "adamant" that the boys were going to bring weapons." The vice-principal gave the mother's information to the principal.

The mother had kept her son at home, but the other three boys who had been with him the previous day were called, one at a time, into the principal's office. The school administrators asked appellant and the two other boys to identify their assailants. Some of the assailants attended the school, while others were older friends or siblings of students at the school. The school administrators believed there was a real possibility that something could happen on school grounds.

The school administrators talked to appellant about the "situation" that had occurred the day before, and they asked or said they needed to search him and his backpack. The school administrators did not touch appellant, asking him only to empty his pockets. Appellant was "kind of quiet about what had happened the day before." He "kind of denied anything had happened until" he "figured out [the school administrators] knew what had happened." He emptied his pockets, and also allowed a search of his backpack. The vice-principal found a locking-blade knife in appellant's backpack.

The court denied the suppression motion, explaining: "Under the existing law, . . . school districts are in a different position than a police officer. Persons attending school have a lesser expectation of privacy, and school officials certainly have a duty to investigate circumstances that place other students at risk given that schools are a place of

safety, or should be a place of safety. [¶] Under these circumstances, the school district was exercising its authority to investigate an allegation that weapons had been brought to campus by named individuals from a parent, and it would be unreasonable for the district to ignore such a risk to the minor and other students under those circumstances.”

After the denial of his suppression motion, appellant admitted to committing the misdemeanor offense of bringing and possessing a knife on school grounds. Appellant was adjudged a ward of the court and placed in his parents’ custody under probationary supervision. Appellant timely appeals.

## **DISCUSSION**

### **I. Denial of Appellant’s Suppression Motion**

“The denial of a motion to suppress evidence brought in juvenile proceedings is reviewable on appeal from the final judgment, even if the judgment is predicated upon the minor’s admission of the allegations of the petition. (Welf. & Inst. Code, § 800, subd. (a).)” (*In re Cody S.* (2004) 121 Cal.App.4th 86, 90.) “On appeal from the denial of a suppression motion, [we] review[] the evidence in a light favorable to the [juvenile] court’s ruling. [Citation.] We must uphold those express or implied findings of fact by the [juvenile] court which are supported by substantial evidence and independently determine whether the facts support the court’s legal conclusions. [Citation.]” (*In re Joseph G.* (1995) 32 Cal.App.4th 1735, 1738-1739.)

“In *New Jersey v. T.L.O.* (1985) 469 U.S. 325, the Supreme Court recognized an exception to the warrant and probable cause requirement for searches conducted by public school officials. The Supreme Court balanced the privacy interests of the students against ‘the substantial need of teachers and administrators for freedom to maintain order in the schools’ and concluded a search of a student would be justified at its inception ‘where there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of school.’ [Citation.] The United States Supreme Court further stated: ‘[s]uch a search will be permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the



student and the nature of the infraction.’ [Citation.] [¶] The California Supreme Court in *In re William G.* [(1985)] 40 Cal.3d [550,] 564, elaborated the standard necessary to support a search by school officials of a student: [¶] ‘There must be articulable facts supporting that reasonable suspicion [that the student or students to be searched have engaged, or are engaging, in a proscribed activity (that is, a violation of a school rule or regulation, or a criminal statute)]. Neither indiscriminate searches of lockers nor more discreet individual searches of a locker, a purse or a person, here a student, can take place absent the existence of reasonable suspicion. Respect for privacy is the rule—a search is the exception. [¶] ‘In sum, this standard requires articulable facts, together with rational inferences from those facts, warranting an objectively reasonable suspicion that the student or students to be searched are violating or have violated a rule, regulation, or statute. [Citation.] The corollary of this rule is that a search of a student by a public school official is unlawful if predicated on mere curiosity, rumor, or hunch. [Citation.]’ ” (*In re Joseph G., supra*, 32 Cal.App.4th at pp. 1739-1740.)

Appellant’s challenge to the school administrators’ reliance on the mother’s report is not persuasive. He contends the school administrators should not have acted on the mother’s report because she could not rationally evaluate her son’s statements and her son was likely upset that his friends had abandoned him and he desired to get his classmates in trouble. However, the school administrators could reasonably infer from the mother’s report that the son’s friends were not acting with the assailants, but were themselves victims who likely could not physically defend against the assailants and had to leave the son who was beaten by the assailants, and they intended to retaliate after arming themselves with weapons. Because some of the assailants were identified as students at the school, the school administrators could also reasonably assume the son’s friends might bring their weapons to school the day after the altercation. “The need of schools to keep weapons off campuses is substantial. Guns and knives pose a threat of death or serious injury to students and staff.” (*In re Latasha W.* (1998) 60 Cal.App.4th 1524, 1527.) “[T]he school official[s] had information from an adult who identified herself. Not only was she identified, but she was also [speaking] out of concern for the

safety of . . . other children.” (*In re Joseph G., supra*, 32 Cal.App.4th at p. 1741.) “Further, . . . the [parent] named . . . particular individual[s]. Moreover, the mother here was a ‘citizen-informant,’ i.e., a person whom the law presumes reliably reports crime and whose report should prompt an investigation. [Citations.]” (*Ibid.*) “The fact the mother named . . . particular student[s], apparently identified herself, and was a citizen-informant are all factors which weigh in favor of investigating the truth of her accusation by a minimal intrusion on [appellant’s] privacy of opening his [backpack], particularly when weighed against ‘the gravity of the danger posed by possession of a . . . weapon on campus . . . .’ [Citation.]” (*Ibid.*)

Additionally, the search of appellant’s backpack was “reasonably related to the original objective of the search. [Citation.]” (*In re Cody S., supra*, 121 Cal.App.4th at p. 93, fn. omitted.) “A student who carries a [weapon] to school will generally keep the [weapon] in one of three places: (1) a locker, (2) a backpack or purse or (3) on his [or her] person.” (*In re Joseph G., supra*, 32 Cal.App.4th at p. 1741.) We see no merit to appellant’s contention that the school administrators were required to question him about the contents of his backpack before searching it. “Schools have no practical way to monitor students as they dress and prepare for school in the morning, and hence no feasible way to learn that individual students have concealed guns or knives on their persons, save for those students who brandish or display the weapons. And, by the time weapons are displayed, it may well be too late to prevent their use.” (*In re Latasha W., supra*, 60 Cal.App.4th at p. 1527.)

In sum, we conclude the court properly denied appellant’s motion to suppress the knife found in his backpack. The vice-principal’s search of appellant’s backpack was “‘justified at its inception’ ” and “‘reasonably related in scope to the circumstances which justified the interference in the first place. . . .’ ” (*New Jersey v. T.L.O., supra*, 469 U.S. at p. 341.)<sup>1</sup>

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<sup>1</sup> *In re William G., supra*, 40 Cal.3d at pp. 555, 566, and *In re Lisa G.* (2004) 125 Cal.App.4th 801, 805-807, are factually distinguishable and do not support suppression of the knife in this case.

## **II. Probation Condition Restricting Appellant's Presence on School Campuses**

At the dispositional hearing, and without objection, the court imposed a probation condition that appellant was “not to be on any school campus unless [he was] enrolled in that school or engaged in a school-related activity. Again, remain away from any schools that don't fall under those exceptions.” Using a preprinted form, the court's order of the terms of probation directed appellant to “[s]tay away from any school which minor is not enrolled in.”

Here, the challenged probation condition in the written order is somewhat inconsistent with the court's oral pronouncement. Additionally, there is no requirement that appellant know he is on a school campus, albeit “the locations of most public schools are well marked as required by statutes with speed limit signs (Veh. Code, § 22352, subd. (a)(2)(B)), painted crosswalks labeled ‘SCHOOL XING’ (Veh. Code, § 21368), federal and state flags (Gov. Code, § 431, subd. (d)), and notices of school hours (Ed. Code, § 32211, subd. (e)), as well as their often distinctive combination of buildings, playgrounds, and parking lots.” (*People v. Barajas* (2011) 198 Cal.App.4th 748, 761-762, fn. 10.) Nevertheless, we may “use the record of the proceeding [in the juvenile court] to elucidate the scope of the intended [probation] condition, to the extent it is otherwise ambiguous or overbroad. [Citation.]” (*In re Luis F.* (2009) 177 Cal.App.4th 176, 192.) Appellant's claims of overbreadth or ambiguity can be remedied by modifying the challenged probation condition to read that appellant may not knowingly be on any school campus where he is not enrolled or engaged in a school-related activity. We remand the matter to the juvenile court to make the necessary modification.

Appellant also requests that we more narrowly tailor the challenged probation condition to his specific needs, by limiting the applicable school campuses subject to the restriction, and allowing him to enter school campuses “accompanied by a parent or guardian or responsible adult, or authorized by the permission of school authorities.” However, appellant's argument that the probation condition is not sufficiently tailored to

his needs has been forfeited because it was not raised in the juvenile court. (*In re Sheena K.* (2007) 40 Cal.4th 875, 885 [forfeiture doctrine applies if the objection to an unreasonable probation condition is “premised upon the facts and circumstances of the individual case”].) “ ‘ “Traditional objection and waiver principles encourage development of the record and a proper exercise of discretion in the [juvenile] court.” [Citation.]’ [Citation.]” (*Id.* at p. 889.) Accordingly, we conclude the juvenile court should consider in the first instance the additional modifications suggested by appellant. (See *In re Francis W.* (1974) 42 Cal.App.3d 892, 897 [at any time during the probationary period the juvenile court may change, modify or set aside any order it has previously made]; see Welf. & Inst. Code, §§ 775, 778].)

#### **DISPOSITION**

The matter is remanded to the juvenile court for modification, consistent with the views expressed in this opinion, of the challenged probation condition directing D.A. to stay away from school campuses. In all other respects, the jurisdictional and dispositional orders are affirmed.

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McGuiness, P.J.

We concur:

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Siggins, J.

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Jenkins, J.

Filed 1/27/98

CERTIFIED FOR PUBLICATION  
IN THE COURT OF APPEAL OF THE STATE OF CALIFORNIA  
SECOND APPELLATE DISTRICT  
DIVISION SEVEN

In re LATASHA W., a Person Coming Under  
the Juvenile Court Law.

B110659

(Super. Ct. No. YJ 12201)

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THE PEOPLE OF THE STATE OF  
CALIFORNIA,

Plaintiff and Respondent,

v.

LATASHA W.,

Defendant and Appellant.

---

APPEAL from judgment of Los Angeles Superior Court, Carol J. Hallowitz,  
Temporary Judge. Affirmed.

S. Renee Lewis for defendant and appellant.

Daniel E. Lungren, Attorney General, George Williamson, Chief Assistant  
Attorney General, Carol Wendelin Pollack, Senior Assistant Attorney General, Pamela C.  
Hamanaka, Supervising Deputy Attorney General, Kyle S. Brodie, Deputy Attorney  
General, for plaintiff and respondent The People of the State of California.

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## SUMMARY

Random metal detector weapon searches of high school students do not violate the Fourth Amendment constitutional ban on unreasonable searches and seizures.

### FACTS AND PROCEEDINGS BELOW

Appellant is a high school student. Before appellant enrolled, her high school had instituted a written policy for daily weapons searches, in order to protect students and staff. The searches were to be made at random, and persons to be searched selected on neutral criteria. Parents and students were given notice before institution of this practice, and again at frequent intervals.

Searches were conducted using a hand-held metal detector, waved next to the student's person. Students were asked to open jackets or pockets to reveal items which triggered the detector.

The day appellant was searched the assistant principal determined that those students who entered the attendance office without hall passes, and those who were late, within a half hour after 8:09 am, would be searched. Appellant was one of eight to ten students who met these criteria and were searched. After the metal detector beeped, she was asked to open her pocket, revealing a knife.

Appellant was charged in a Juvenile Court petition with the crime of bringing on school grounds a knife with a blade longer than 2.5 inches. The trial court denied appellant's motion to suppress the knife as unlawfully seized, sustained the petition, and ordered appellant home on probation.

This appeal followed. Appellant challenges only the ruling denying her motion to suppress.

### DISCUSSION

We find no California case addressing the propriety of a search such as occurred here, but courts in other states have upheld against Fourth Amendment challenge similar searches of students without individualized suspicion. (*State v. J.A.* (1996) \_\_\_ Fla. \_\_\_ [679 So.2d 316, 320], cert. denied, [hand-held metal detector, followed by pat-down if

metal detected]; *In re S.S.* (1996) 452 Pa. Super. 15, 17; [680 A.2d 1172, 1173][scan of students and patdown of coat; boxcutter knife recovered during patdown]; *People v. Pruitt, et. al.* (1996) 278 Ill. App.3d 194, 200; [662 N.E.2d 540, 544][patdown by police officer reveals gun after student sets off walk-through metal detector]; *People v. Dukes* (1992) 151 Misc. 2d 295, 298-300; [580 N.Y.S.2d 850, 852] [scanning metal detector used on students and belongings; patdown if detector activated].)

The school cases just cited are part of a larger body of law holding that “special needs” administrative searches, conducted without individualized suspicion, do not violate the Fourth Amendment where the government need is great, the intrusion on the individual is limited, and a more rigorous standard of suspicion is unworkable. (*Vernonia Sch. Dist. 47J v. Acton* (1995) 515 U.S. 646 [upholding random drug testing of student athletes]; *Michigan Dept. of State Police v. Sitz* (1990) 496 U.S. 444 [upholding random sobriety checkpoints designed to locate drunk drivers]; *Skinner v. Railway Labor Executives’ Assn.* (1989) 489 U.S. 602 [upholding post-accident drug testing of railroad employees]; *Nat’l Treasury Employees Union v. Von Raab* (1989) 489 U.S. 656 [upholding suspicionless drug testing of Customs officials]; *United States v. Martinez-Fuerte* (1976) 428 U.S. 543 [upholding vehicle stops at fixed checkpoints to search for illegal aliens]; *Camara v. Municipal Court of City and County of San Francisco* (1967) 387 U.S. 523 [upholding searches of residences by housing code inspectors].)

The searches involved here met the standard for constitutionality.

The need of schools to keep weapons off campuses is substantial. Guns and knives pose a threat of death or serious injury to students and staff. The California Constitution, article I, section 28, subdivision (c), provides that students and staff of public schools have “the inalienable right to attend campuses which are safe, secure and peaceful.”

The searches in the present case were minimally intrusive. Only a random sample of students was tested. Students were not touched during the search, and were required to open pockets or jackets only if they triggered the metal detector.

Finally, no system of more suspicion-intense searches would be workable. Schools have no practical way to monitor students as they dress and prepare for school in the morning, and hence no feasible way to learn that individual students have concealed guns or knives on their persons, save for those students who brandish or display the weapons. And, by the time weapons are displayed, it may well be too late to prevent their use.

The search here did not violate the Fourth Amendment.

**DISPOSITION**

The judgment is affirmed.

CERTIFIED FOR PUBLICATION

NEAL, J.

We concur:

JOHNSON, Acting P.J.

WOODS, J.



## Section 3

# SECURITY AWARENESS IN THE EDUCATIONAL ENVIRONMENT

**My Campus Procedures**

**MY CAMPUS CONTACT NUMBERS**

Emergency-dial 911

Local Law Enforcement –non-emergency \_\_\_\_\_

SRO \_\_\_\_\_

Local Fire-non-emergency \_\_\_\_\_

District Security \_\_\_\_\_

Facilities/Maintenance \_\_\_\_\_

Facilities/Maintenance-after hours \_\_\_\_\_

Site Administrator(Day, Evening, Weekend, Offsite etc)

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

My Supervisor \_\_\_\_\_

Public Information Officer \_\_\_\_\_

Important Cell Phone numbers

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Other Numbers

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

Name \_\_\_\_\_ Number \_\_\_\_\_

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## My Campus Procedures

### MY CAMPUS PROCEDURES

#### **1.0 Role and Responsibility**

- \_\_\_\_\_ The campus rules and regulations you should enforce.
- \_\_\_\_\_ Areas you should patrol, when and where you may take a break and your general duties
- \_\_\_\_\_ Apprehending persons versus preventing, observing and reporting.
- \_\_\_\_\_ What is the expectation of the District Administration concerning your jurisdiction?
  - Stop at the Curb?
  - Go When Directed?
  - Leave on your own discretion?
- \_\_\_\_\_ The duties and tasks you are expected to perform and those you are not expected to perform.
- \_\_\_\_\_ The campus safety plan and your role in implementing the plan.
- \_\_\_\_\_ The organization of the District and your chain of command.
- \_\_\_\_\_ The type of conduct that would be considered unethical.
- \_\_\_\_\_ The types of issues that you could see or hear that should be kept confidential.

#### **2.0 Law and Liability**

- \_\_\_\_\_ The amount of force you may use to search, detain persons, break up fights or remove Weapons from a person.
- \_\_\_\_\_ The search policy for you campus. Must another employee be present? May a campus Security officer conduct searches? What are the areas you may search? (people, book bags, lockers, vehicles)
- \_\_\_\_\_ If and when you may make an arrest.
- \_\_\_\_\_ The type of disturbance you will confront and your campus's procedures.
- \_\_\_\_\_ The procedures for reporting crimes and rule violations on your campus. The discussion Should include the written reporting procedures, the immediate notification procedures for serious incidents and what those serious incidents are.
- \_\_\_\_\_ Your role in protecting students off the campus.

#### **3.0 Security Awareness**

- \_\_\_\_\_ Who assumes overall command of an incident.
- \_\_\_\_\_ Who is responsible for summoning outside assistance-fire, police.
- \_\_\_\_\_ What degree of force is expected to stop fights, remove weapons, escort students to the office.
- \_\_\_\_\_ What special tactics should be employed by the Campus Security Officer.
- \_\_\_\_\_ Who will disseminate information regarding an incident - who will maintain accurate information to keep rumors to a minimum.
- \_\_\_\_\_ Are there special assembly areas? If so, where are they?
- \_\_\_\_\_ Your role during a "lock down".
- \_\_\_\_\_ The proper methods for notifying the police, students, staff and administration of an armed person on the campus.
- \_\_\_\_\_ Your campus procedures for visitor control.
- \_\_\_\_\_ The tactics you should use when you observe an outsider on your campus.
- \_\_\_\_\_ The procedure for removing a student from a classroom.
- \_\_\_\_\_ The areas on your campus that require special patrol or attention.
- \_\_\_\_\_ Procedures for persons observed in the stands that might be using drugs, alcohol or in Possession of a weapon.
- \_\_\_\_\_ Procedures to keep the home and visitors separated during and at the end of the game.
- \_\_\_\_\_ Procedures to deal with a hostile crowd.
- \_\_\_\_\_ The incidents that require police notification.
- \_\_\_\_\_ Procedures for collecting and preserving evidence.
- \_\_\_\_\_ The procedure for summoning outside assistance – police, fire, district resources.

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## My Campus Procedures

### **4.0 Mediation/Conflict Resolution, Communication**

- \_\_\_\_\_ The types of situations you may become involved in that require conflict mediation.
- \_\_\_\_\_ The best tactics to use to mediate conflict.
- \_\_\_\_\_ The types of incidents requiring a security report.
- \_\_\_\_\_ The routing and approval process for security reports.

### **5.0 Disaster and Emergency Response**

- \_\_\_\_\_ Your responsibilities during a campus emergency.
- \_\_\_\_\_ Your campus emergency plans, including the location of the EOC, emergency supplies, Lock down and evacuation procedures and your Incident Command System.
- \_\_\_\_\_ The procedure for bomb threats on your campus.

### **6.0 Dynamics of Student Behavior**

- \_\_\_\_\_ The procedure to refer a person you suspect of exhibiting early warning signs of violent behavior or other emotional problems.
- \_\_\_\_\_ The gangs in your area.

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

\_\_\_\_\_  
Officer's Signature:

\_\_\_\_\_  
Supervisor Name:

\_\_\_\_\_  
Supervisor Signature:

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

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## My Campus Procedures

### RADIO COMMUNICATIONS

#### PHONETIC ALPHABET

A ADAM	H HENRY	O OCEAN	V VICTOR
B BOY	I IDA	P PAUL	W WILLIAM
C CHARLES	J JOHN	Q QUEEN	X X-RAY
D DAVID	K KING	R ROBERT	Y YELLOW
E EDWARD	L LINCOLN	S SAM	Z ZEBRA
F FRANK	M MARY	T TOM	
G GEORGE	N NORA	U UNION	

#### TEN CODES

10-1 Unable to copy, relocate	10-37 Identify operator
10-2 Signals good	10-38 Stopping suspicious vehicle
10-3 Stop transmitting	10-39 Current status
10-4 Acknowledgement	10-40 Is available for a call?
10-5 Relay	10-41 Beginning tour of duty
10-6 Busy, stand-by	10-42 Call doctor
10-7 Out of service	10-43 Call doctor
10-7B Out, personal	10-44 Request permission to leave
10-70D Off duty	10-45 Condition of patient
10-7X Out on portable	10-45A Condition good
10-8 In service	10-45B Condition serious
10-9 Repeat	10-45C Condition critical
10-10 Off duty-subject to call	10-45D Condition deceased
10-11 Dog case	10-48 Traffic standard repair
10-12 Visitors present	10-49 Proceed on route to
10-13 Weather and road report	10-50 Traffic accident - F, PI, PD
10-14 Report of prowler	10-51 Drunk
10-15 Prisoner in custody	10-52 Drunk
10-15X Female prisoner in custody	10-53 Person down
10-16 Pick up	10-54 Possible dead body
10-17 Meet complainant	10-55 Coroner's case
10-18 Complete assignment quickly	10-56 Suicide
10-19 Return to station	10-56A Attempt suicide
10-20 Location	10-57 Hit & Run -- F, PI, PD
10-21 Telephone	10-58 Direct traffic
10-22 Disregard	10-59 Security check
10-23 Stand-by	10-61 Personnel in area
10-24 Assignment completed	10-62 Meet a citizen
10-25 Report in person to _____	10-63 Copy a message
10-26 Clear	10-64 Message for local delivery
10-27 Wanted	10-65 Net message assignment
10-27V Vehicle code warrant	10-66 Suspicious person
10-27M Misdemeanor warrant	10-67 Person yelling for help
10-27F Felony warrant	10-68 Dispatch information
10-28 Vehicle registration	10-69 Message received
10-29 Warrant/wanted check	10-70 Prowler
10-30 Illegal use of radio	10-71 Shooting
10-31 Crime in progress	10-72 Knifing
10-32 Man with gun	10-73 How do you copy
10-33 Alarm sounding	10-74 Negative
10-34 Open door/window	
10-35 Current time	
10-36 Confidential information	

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## My Campus Procedures

### General Codes:

Code 1 Your convenience  
Code 2 Urgent  
Code 3 Emergency  
Code 4 No further assistance  
Code 5 Stakeout

Code 6 Foot patrol  
Code 7 Mealtime  
Code 10 Bomb threat  
Code 33 Clear radio channel - Emergency traffic only  
Code 999 Officer needs help: i.e. Armed person on campus, escort student, open door, fight in progress, request assistance, request relief etc

### My Campus Radio Codes

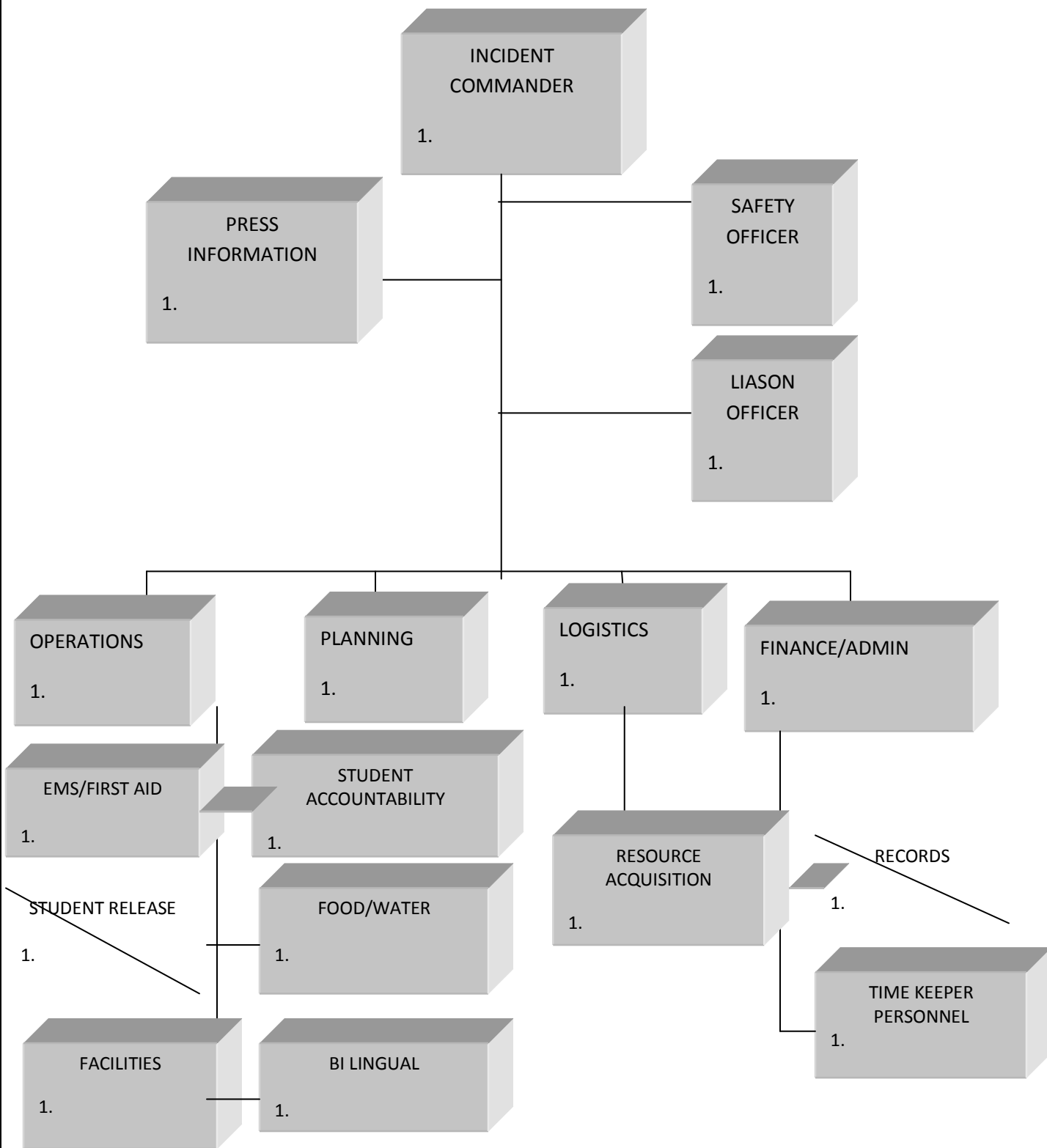
.  
10- \_\_\_\_\_  
10-- \_\_\_\_\_  
10-- \_\_\_\_\_  
10-- \_\_\_\_\_  
10-- \_\_\_\_\_  
10-- \_\_\_\_\_  
10-- \_\_\_\_\_

Code- \_\_\_\_\_  
Code- \_\_\_\_\_  
Code- \_\_\_\_\_  
Code- \_\_\_\_\_  
Code- \_\_\_\_\_

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# My Campus Procedures

## MY CAMPUS INCIDENT COMMAND SYSTEM



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## My Campus Procedures

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PREPARATION FOR PATROL  
MY CAMPUS CONTACT NUMBERS

Emergency - dial 911

Local Law Enforcement –non-emergency\_\_\_\_\_

SRO\_\_\_\_\_

Local Fire-non-emergency\_\_\_\_\_

District Security\_\_\_\_\_

Facilities/Maintenance\_\_\_\_\_

Facilities/Maintenance-after hours\_\_\_\_\_

Important Cell Phone numbers:

Name\_\_\_\_\_Number\_\_\_\_\_

Name\_\_\_\_\_Number\_\_\_\_\_

Name\_\_\_\_\_Number\_\_\_\_\_

Other Numbers:

Name\_\_\_\_\_Number\_\_\_\_\_

Name\_\_\_\_\_Number\_\_\_\_\_

Name\_\_\_\_\_Number\_\_\_\_\_

## Check List for Special Event Planning

Title of Event \_\_\_\_\_  
Location of Event \_\_\_\_\_  
Name of Sponsor \_\_\_\_\_  
Name of Contact Person \_\_\_\_\_  
Phone: Home \_\_\_\_\_ Business: \_\_\_\_\_  
Date Of Event \_\_\_\_\_  
Starting Time \_\_\_\_\_  
Ending Time \_\_\_\_\_  
Rehearsal/Set-up Time \_\_\_\_\_  
Time To Vacate Facilities \_\_\_\_\_  
Attendance \_\_\_\_\_  
Type of Event \_\_\_\_\_  
Any Special Equipment Needed \_\_\_\_\_

### Impact On Instruction:

- \_\_\_ Will The Event Affect Classes?
- \_\_\_ Will Classes Have To Be Moved?
- \_\_\_ Will Access To Classrooms Be Affected?
- \_\_\_ Have Alternative Locations For Classes Been Assigned?
- \_\_\_ Have All Affected Faculty Been Notified?
- \_\_\_ Will Noise, Congestion, Or Other Environmental Factors Impact Instruction?

### Additional Factors To Consider:

#### Parking And Traffic Management:

- \_\_\_ Has Parking Been Assigned?
- \_\_\_ Will Money Or Tickets Be Collected At The Entrance To The Lots?
- \_\_\_ Have Traffic Routes Been Established?
- \_\_\_ Will Parking Be Assigned With Other Persons Not Attending The Event?
- \_\_\_ Will Barricades Or Cones Be Needed?
- \_\_\_ Will Equipment Be At The Lot On The Day Of The Event?
- \_\_\_ Will Special Parking Be Assigned For The Loading And Unloading Of Equipment For TheEvent?
- \_\_\_ Will Dignitary Parking Be Needed?
- \_\_\_ Where Will They Park?
- \_\_\_ Will They Unload And Leave Or Remain At The Site?
- \_\_\_ Will Busses be Loading and/or Unloading?
- \_\_\_ Will Busses Unload And Leave Or Will They Remain On Site?
- \_\_\_ Must Special Bus Parking Be Arranged Off Site?
- \_\_\_ Will A Shuttle Lot Be Needed For Overflow Parking?
- \_\_\_ Where Will The Lot Be Located?
- \_\_\_ Who Will Operate The Shuttle?
- \_\_\_ Will Security Personnel Be Needed At The Shuttle Lot?
- \_\_\_ Will Sports Teams Need Special Bus Parking?
- \_\_\_ Will The Event Impact Traffic On Off Site Streets?
- \_\_\_ Have Traffic Mitigation Procedures Been Established?
- \_\_\_ Will Local Law Enforcement Be Needed?

Money Collection:

- Will Money Be Collected At The Door/Gate?
- Is The Location Secure?
- Will Police/Security Personnel Be Needed At The Door/Gate?
- Will The Money Be Deposited?
- Who Will Deposit The Money?
- Will Officers Be Paid From The Evening Receipts?
- Have Audit Procedures Been Established For Tickets Etc.?

Security Procedures:

- Who Will Open The Facility?
- Who Will Lock The Facility?
- Who Will Insure Restrooms, Ticket Booths, Press Boxes, Stage Facilities, And Other Special Areas Are Unlocked And Locked?
- Will Patrons Be Inspected At The Door?
- Will Pat Downs Be Permitted?
- Will Metal Detectors Be Employed?
- Will Ice Chests, Coolers, Open Drink Containers Be Permitted?
- Who Will Inspect?
- Have Jurisdictional Procedures Been Established?
- Will Arrests Be Made And By Whom?
- Who Will Receive And Process Evidence?
- Who Will Be The Contact Person For The Outside Agency (Local Police, Private Security, Fire, Other)?
- Has Perimeter Security Been Evaluated?
- Will Fixed Posts Be Needed?
- Is The Facility In Proper Repair (Fences, Gates, Doors)?
- Has Communications Equipment Been Provided (Radios, Pagers, Telephones, Cellular Phones,)?
- Have Clear Lines of Authority And Responsibility Been Established (Arrest Authority, Notification Of Incidents, Closing The Event (If Necessary), Limiting Access To The Event, Summoning Outside Assistance, Fire Access And Facility Capacity)?

Protection Of Personnel:

- Have Routes Of Entrance And Exit Been Established For Dignitaries?
- Will Officers Be Assigned To Dignitaries?
- Will The Presence Of Any Dignitary Be Controversial?
- Has A Threat Assessment Been Made?
- Have Appropriate Security Measures Been Established?

Property Protection:

- Will Valuable Property Or Equipment Remain On Site?
- Will Police/Security Personnel Be Assigned To The Equipment?
- Will Outside Security Be Assigned?

## Report Writing

The following check list is a quick reference for documenting a campus incident, including a crime, rule or student code of conduct violation or non-criminal incident.

### WHO?

- WHO was the victim?
- WHO made the report?
- WHO discovered the incident?
- WHO saw or heard something of importance?
- WHO had a motive for committing the incident?
- WHO committed the incident?
- WHO helped the person?
- WHO was present at the scene?
- WHO has the evidence?
- WHO was notified?
- WHO took photos?
- WHO took measurements or made diagrams?
- WHO last saw the property or area of the incident?
- WHO last saw the victim?

### WHAT?

- WHAT incident was committed?
- WHAT did the victim say?
- WHAT did the suspect say?
- WHAT did the informant say?
- WHAT did the witness say?
- WHAT actions were taken by the suspect?
- WHAT happened?
- WHAT evidence has been obtained?
- WHAT was done with the evidence?
- WHAT tools were used?
- WHAT knowledge, skill or strength was needed to commit the incident?
- WHAT agencies were notified?
- WHAT witnesses were contacted?
- WHAT photos were taken?
- WHAT diagrams or measurements were taken?
- WHAT damage was done?
- WHAT injuries did you see?
- WHAT injuries did the victim sustain?
- WHAT is the value of the property taken?
- WHAT are the identifiable marks on the property (serial numbers, property tag numbers)?

## WHERE?

- WHERE was the incident discovered?
- WHERE was the incident committed?
- WHERE were the tools obtained?
- WHERE was the victim?
- WHERE was the suspect?
- WHERE was the witness?
- WHERE does the suspect reside?
- WHERE is the suspect now?
- WHERE did the suspect go after the incident?
- WHERE was the suspect detained/arrested?
- WHERE is the evidence?
- WHERE are any photos?
- WHERE are measurements and/or diagrams?
- WHERE was the victim treated?

## WHEN?

- WHEN was the incident committed?
- WHEN was it discovered?
- WHEN were the campus authorities notified?
- WHEN were public safety agencies notified?
- WHEN did the campus authorities arrive at the scene?
- WHEN did public safety agencies arrive?
- WHEN was the suspect located?
- WHEN was the suspect arrested ?
- WHEN was the victim last seen?

## WHY?

- WHY did the suspect commit the incident?

## HOW?

- HOW was the incident committed?
- HOW many suspects are involved?
- HOW many victims are involved?
- HOW many witnesses are involved?
- HOW did the suspect enter the scene?
- HOW did the suspect leave the scene?
- HOW was the property removed?
- HOW did the suspect attack the victim?
- HOW was the incident discovered?
- HOW much time between the time of the incident and the time it was reported?
- HOW were the tools and/or weapons used by the suspect?
- HOW did you contact the suspect?
- HOW did you get information regarding the incident?
- HOW was the evidence obtained?
- HOW much was the property worth?

## QUALITIES OF A GOOD REPORT

### ACCURATE

Accurate means in exact conformity to fact: errorless.

### CLEAR

The language and format in your campus report must be simple and to the point. Do not use slang, jargon, words with double meanings or unnecessary abbreviations.

### COMPLETE

A complete report will answer the who, what, when, where, why and how of an incident.

### CONCISE

Say as much as possible, in as few words as necessary, using the active voice. Do not write reports in the third person.

### FACTUAL

Use facts and not your opinions or conclusions, unless specifically called for.

### OBJECTIVE

Don't conduct an investigation with bias or prejudice towards a person or thing. Facts should be collected and documented in an objective and professional manner.

### PROMPT

Reports should be concluded and submitted as soon as possible after the incident.

## **INCIDENT REPORT**

*DATE: 8/13/08 TIME: 2:00 P.M. INCIDENT; Use of Marijuana LOCATION; East of Stadium*

### ASSIGNMENT

I was assigned to patrol the south side of Best High School on Tuesday August 13, 2008 by Assistant Principal Miller

### INVESTIGATION

While on patrol of the area east of the visitor side bleachers at the football stadium at approx. 2:00 p.m. I saw two males smoking. I approached the subjects and smelled a strong odor of what appeared to be marijuana. I asked both males for their identification ,which they gave me. The males were two Best High School Students; Harry SMITH and Marvin Bushloper. SMITH and Bushloper told me they were supposed to be in PE but decided not to dress. I asked to smell their hands and I noted both persons had the strong odor what appeared to be marijuana on their hands. I asked the both students to empty their pockets, which they did. Bushloper pulled out a baggie of green leafy material with the odor and appearance of marijuana and SMITH pulled out Zig Zag cigarette papers and a lighter.

I requested both students to follow me to the office.

### EVIDENCE

1 Baggie green leafy material  
1 package Zig Zags  
1 cigarette lighter

Above items given to Assistant Principal Miller on Tuesday 8/13/08 at approx. 2:15 p.m.

### DISPOSITION

Students escorted to Assistant Principal Miller.

REPORT BY; Bob Mathews DATE: 8/13/08

## **INCIDENT REPORT**

*DATE: 8/13/08 TIME: 2:00 p.m. INCIDENT; Fighting*

*LOCATION; Cafeteria*

### **ASSIGNMENT**

I received a radio call from Mrs. Busybody, Asst. Principal Smith's secretary on Tuesday 8/13/08 at approx. 2:00 p.m. that there was a fight in the cafeteria.

### **INVESTIGATION**

At approx 2:03 p.m. I arrived at the cafeteria and saw two female students fighting. I called on the radio for a back up. I approached the students and told them to stop, which they did. I have previous contact with both students and identified them as Mary Kickbutt and Suzy Badgirl. I requested both students to sit and stop fighting.

Campus Supervisor May Calmdown arrived and assisted.

I saw a small trickle of blood coming from Kickbutt's nose and fresh scratch marks on her arms and about her face. I saw pieces of skin under the fingernails of Badgirl and redness and swelling about her right eye.

### **INTERVIEWS**

I asked Kickbutt what happened and she told me that she has been arguing with Badgirl for several days because Badgirl has been dating her boyfriend. Today she told Badgirl to stop seeing her boyfriend, Tommy Hunk. When Badgirl said, "Fuck you, I'll do as I damn well please", Kickbutt grabbed her hair.

I asked Badgirl what happened and she told me the same story. Badgirl told me after Kickbutt grabbed her hair she struck her and scratched her.

Tommy Hunk and Nathan Nerd were present and witnessed the incident and related the same details of the incident ad Kickbutt and Badgirl.

### **DISPOSITION**

Both students were escorted to Mr. Smith, Assistant Principal.

REPORT BY; Bob Mathews      DATE: 8/13/08



INCIDENT REPORT

**DATE: 8/13/08 TIME: 10:30 A.M. INCIDENT; Smoking LOCATION; B-wing boys RR**

**ASSIGNMENT**

I was assigned to patrol the south side of Best High School on Tuesday 8/13/08 by Assistant Principal Smith. Mr. Smith had told me to patrol the B-wing boys bathroom due to reports of students smoking in the restroom.

**OBSERVATION OF STUDENTS**

At approx. 10:30 a.m. 8/13/08 I saw Marvin Puffy standing at the door of the B-wing boys bathroom. When I approached he knocked sever times on the bathroom door and ran down the hallway.

**CONTACT WITH STUDENTS**

I entered the bathroom and smelled a strong odor of cigarette smoke. I could see smoke in the bathroom. I saw Barney Miller and Dave Camel standing in front of the stalls pushing an object into their waste bands.

**SEARCH OF STUDENTS**

I asked both students to empty their pockets and pull out the objects in their waste bands. They complied. Both students pulled out a pack of Marlboro cigarettes, each, with a lighter.

**EVIDENCE**

2 each packs Marlboro cigarettes, and lighter. Cigarettes given to Assistant Principal Smith.

**DETENTION OF STUDENTS**

I told Miller and Camel to come with me to Assistant Principal Smith's Office.

**DISPOSITION**

Students transported to Assistant Smith's office.

**REPORT BY; Bob Mathews DATE: 8/13/08**

## Checklist For Preliminary Crime Investigation

### Arrival At The Scene

- If the incident is in progress and the suspect is still at the scene apply appropriate tactics.
- Check for injuries. Summon medical help if necessary.
- Inform your site administrator/dispatcher of your status.
- Protect the crime scene. Ensure that evidence is not contaminated.
- Identify victim(s) and witnesses. This will assist the police for further investigation.
- Obtain preliminary statements.
- Initiate a crime broadcast, if necessary.

Type of crime

Time of occurrence

Exact location

Vehicle used

Direction taken

Number, sex, descent of suspect

Weapon used

Outstanding features of suspect

Type of property taken from victim or

NOTE: Monitor radio to ensure that other persons on the radio have the correct information,

### Further Interview of Victim and Witnesses

- Obtain valid identification. If you are involved or witnesses the event, write down n
- Separate victim and witnesses and interview individually.
- Put out information, if necessary.
- Check immediate vicinity to locate other possible witnesses.
- Be sure to get the following minimal information:
  - Name
  - D.O.B.
  - Residence and business address, including zip codes.
  - Telephone numbers, especially day time numbers.
  - Determine the identity of possible witnesses who may have left the scene.
  - If the police will be investigating the incident, do not interfere.
  - Be helpful by supplying information and keeping witnesses, suspects and victims available.
  -

### Examine The Crime Scene

Once you have determined a crime has occurred (burglary, theft, assault) summon the police.

- Obtain a detailed account of the crime, date, time, location.
- Determine the name of the person who secured the location and the name of the person who discovered the crime.
- Determine the point of entry (best location to find evidence).
- Determine the exact method of entry and any tool or force used.
- Direct victim's and witness' attention to any items that may have evidentiary value.
- Determine if items have been touched or moved by the suspect or anyone else.

- Determine the suspects method of operation.
- Examine the point and method of exit.
- Examine the exterior of the location.

### Type of Property Taken

- Obtain a complete list including serial numbers and/or distinguishable points of identification.
- Determine the monetary value of the property.
- You can be of valuable assistance by saving time if you can obtain any information about stolen or damaged property: serial numbers, inventory numbers, brand, color, model and value.

### Evidence

- Do not touch or pick up any evidence until the after the police complete their investigation.
- Photograph the scene if necessary.
- Identify, collect, and preserve evidence.
- Tools
- Weapons
- Discarded clothing
- Other items of evidentiary value

NOTE: Never place a suspected burglary tool in a tool impression to make a comparison.

### Suspect Taken Into Custody at the Scene

- Record spontaneous statements.
- Separate suspects from others.
- Do not permit suspect into the crime scene area. If arrested inside the area, remove from the area immediately.
- Prevent communication between suspect and others.
- Preserve, collect, and book evidence found on suspect's person.
- Distinct or unique clothing described by victim or witness. Clothing bearing trace material (blood, dirt, etc.)
- Shoes either bearing trace material or if footprints were found at the scene.
- Stolen property.
- Written material that would connect suspect to the crime.
- Any tools used in the crime, or any weapons.
- Photograph the suspect if evidence is present; or if there is injury, torn or stained
- Clothing or trace evidence.

**Pasadena Area Community College District  
POLICE DEPARTMENT**

**EVIDENCE ENVELOPE    CASE No.** .....

**SUSPECTS:** .....

.....

**CRIME:** .....

**DATE & TIME, OFFENSE:** .....

**LOCATION OF OFFENSE:** .....

.....

**EVIDENCE:** .....

.....

**WHERE FOUND:** .....

.....

**OFFICERS:** .....

**INSTR. TO ANALYST:** .....

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Received from .....

Date ..... By .....

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# Section 4

## MEDIATION/CONFLICT RESOLUTION

# **Recommended Guidelines for Effective Conflict Resolution Education Programs in K-12 Classrooms, Schools and School Districts**

*Approved by ACR Board of Directors, August 2002.*

By: ACR CRE Guidelines Committee

Date: Jun 6, 2002

Link: [http://www.crededucation.org/resources/acr\\_cre\\_guidelines\\_2002.pdf](http://www.crededucation.org/resources/acr_cre_guidelines_2002.pdf)

## **Recommended Guidelines for Effective Conflict Resolution Education Programs in K-12 Classrooms, Schools and School Districts**

### **The Development of these Guidelines**

The Recommended Guidelines for Effective Conflict Resolution Education Programs ("Guidelines") presented here are the product of work begun by a committee of the Conflict Resolution Education Network (CREnet) and completed by the Association for Conflict Resolution (ACR). The Guidelines outline how elementary and secondary school teachers, administrators, conflict resolution education practitioners, and policy makers can measure progress toward effective conflict resolution education programs. By addressing core goals, components, content and qualities of effective school-based conflict resolution education programs, these Guidelines are intended to also help leaders to make decisions about the resources and strategies needed to support such educational programs in their schools.

### **Introduction to these Guidelines**

The challenge to which this document responds is to help clarify basic assumptions and expectations regarding the unique contribution that conflict resolution education can make in achieving safe and welcoming school communities.

Setting the context for conflict resolution education involves:

1. defining conflict resolution education
2. describing conflict resolution education goals and processes
3. clarifying the impact of cultural assumptions on conflict resolution education
4. recognizing the importance of balancing structure and flexibility in program implementation
5. underscoring the importance of program assessment and evaluation

### **1. The Meaning of Conflict Resolution Education**

Conflict resolution education models and teaches, in developmentally relevant and culturally appropriate ways, a variety of processes, practices, and skills designed to address individual, interpersonal, and institutional conflicts, and to create safe and welcoming learning environments. These skills, concepts and values help individuals to understand conflict dynamics, and empower them to use communication and creative thinking to build healthy relationships and manage and resolve conflicts fairly and nonviolently. Conflict resolution educators envision a peaceful and just world where citizens act responsibly and with civility in their interactions and in their dispute resolution processes.

Conflict resolution education is important to:

- **individuals**, to build competence in life skills;

- **schools, classrooms, and school communities**, to support effective and safe learning environments; and
- **society**, to ensure a functioning and peaceful democracy.

## 2. Conflict Resolution Education Goals and Processes

Conflict resolution education programs include a wide range of processes, all of which are based on conflict resolution education principles and are intended to be developmentally and culturally appropriate.

The goals of conflict resolution education within a school community are to:

- create a safe and welcoming learning and teaching environment for all;
- increase cooperative and problem-solving behavior among children, youth and adults;
- reduce violence and violence-related behavior among and between students, teachers and staff;
- improve student participation and achievement by solving problems that would otherwise detract from teaching and learning;
- integrate conflict resolution concepts and skills into the curriculum;
- provide effective alternatives to punishment-based discipline programs.

Below are some of the ways conflict resolution education may be used in schools and classrooms, and supported at the district level.

### Classroom processes

- *Conflict Resolution Corner* is an area of the classroom set aside for students who agree to talk out/resolve a problem. This physical area includes helpful materials, such as procedure steps, posters, and other guidance, which assist students in practicing conflict resolution skills. The area may be a permanent part of the classroom or set up at specific times each day (after recess, for example). It may be used at the teacher's discretion, or according to other guidelines established through classroom meetings.
- *Classroom meetings* are facilitated processes where students and the teacher discuss and/or resolve classroom issues and disputes using communication and problem solving skills.
- *Collaborative decision-making* involves working on problems with another person or group to seek solutions that satisfy all parties. This means accepting both parties' concerns as valid, while examining underlying issues in order to find innovative solutions.
- *Curriculum Infusion* weaves conflict resolution skills, concepts, and themes into core components of the classroom curriculum, teaching style, classroom rules and conflict resolution practices.
- *Curriculum Integration* focuses on integrating conflict resolution skills and concepts across and between various academic disciplines. For example: anger and impulse control might be taught as part of a psychology class; language arts classes could help students master active listening and other effective communication skills; a social studies curriculum provides opportunities to examine events from

multiple perspectives and seek alternatives; a history class unit on the Holocaust could include teaching bias awareness/bias interruption.

### **School-wide programs**

- *Cross-cultural awareness and appreciation initiatives* examine conflict and conflict resolution pro-actively and positively, by addressing cultural, racial and ethnic differences as learning opportunities, and by fostering cross-cultural communication and mutual understanding among and between students, teachers and staff.
- *Peer mediation* is a formal conflict resolution process in which one or more student(s) act as neutral facilitators, guiding disputing peers through a voluntary process intended to help them reach a mutually satisfactory agreement.
- *Alternatives to suspension* may focus on conflict resolution skill building, social and emotional learning, or other problem solving programming, during the specific period of time in which a student has been removed from the classroom as a disciplinary action.
- *Restorative justice* is a set of practices designed to repair harm (to the greatest extent possible) done to a person, group or community. The goals are to hold the offender accountable, restore the victim's dignity, engage in joint problem solving to repair damage to the victim and the community, and reintegrate the offender back into the community. Restorative justice generally involves group conferencing, sometimes known as healing circles.

### **District and State or National Level**

- Sustained support for development of the above programs and initiatives in multiple schools across the system, including providing necessary funding, training, professional development, and performance expectations, so that conflict resolution programs can grow and succeed.

## **3. The Impact of Culture on Conflict Resolution Education**

Cultural assumptions, beliefs and values affect conflict resolution education. In the United States in recent years, conflict resolution education programs predominantly have been based on the needs, worldviews, and norms of a dominant Western culture. This dominant culture has influenced virtually every aspect of work in conflict resolution education. Conflict resolution education initiatives should examine and explicitly state their cultural assumptions, beliefs and values, in order to avoid unconscious imposition of one value or belief system over another, and to support multiculturalism.

- *Assumptions* are concepts that underlie and pervade a person's or group's outlook and behavior, defining the nature of their reality. Examples of assumptions made by dominant culture that have influenced conflict resolution education include the idea that individualism is more important



- than the needs of the whole group or community, and the belief that explicit verbal communication is better than more subtle forms of communication.
- *Beliefs and values* are opinions or convictions regarding what is 'good' or 'ideal.' Examples of dominant culture beliefs and values that have influenced conflict resolution education include: the supreme importance of individual autonomy and responsibility; admiration of direct communication, and face-to-face confrontation of problems, more than other forms of communication; and a preference for treating all people the same way, and avoiding emotion in favor of rationality.

Conflict resolution education can and should broaden the above base of assumptions, beliefs, and values, to affirm the value of cultural diversity. The true potential of conflict resolution education cannot be realized without honoring differences.

#### **4. Balancing Structure with Flexibility in Program Implementation**

Conflict resolution education programs develop over time. Programs often go through a beginning phase, a consolidation phase, and an institutionalization phase. Therefore, this document provides a set of guidelines that reflect an ideal balance between the need for structure (following what is known about implementing effective conflict resolution education programs) and the need for flexibility (adaptation to local school interests and conditions).

Conflict resolution education is dynamic and interrelates with many other goals, programs, and reform initiatives in education. A crucial component of conflict resolution education, for example, is communication skills, including the ability to listen, understand, and rephrase. These skills are equally relevant to conflict resolution education and to other educational goals and initiatives, including:

- social and emotional learning and character education
- multicultural and bias awareness education
- violence and bullying prevention
- peace and nonviolence education
- drug/alcohol prevention
- law-related education
- critical thinking
- collaborative problem solving
- cooperative learning

Many conflict resolution educators consider themselves part of, and/or close allies with, some of these educational efforts. In addition, the broader field of conflict resolution involves several different conflict resolution strategies, such as negotiation, mediation, and collaborative problem solving. To varying degrees, conflict resolution education programs and curricula integrate key aspects and insights from each of these areas.

The process of conflict resolution education is dynamic: each school, practitioner, educator, or district may add or emphasize certain elements of related practices and initiatives in education, in order to effectively meet their particular needs and goals. School conflict resolution education programs may have different characteristics, depending on the interests, cultural make-up, and readiness of each school community. At its best, conflict resolution education is becoming more "comprehensive," integrating multiple strategies for handling conflict and facilitating and grounding students' conflict resolution learning.

## **5. The Importance of Program Assessment and Evaluation**

### **Needs assessment**

Before any conflict resolution education program is launched, one of the most important things to do is to assess the school's readiness and commitment to such a program. Some of the things that are important to consider when assessing school readiness include:

- the needs of the school;
- the level of commitment to conflict resolution education on the part of school leadership, staff and teachers;
- prevailing assumptions about conflict resolution education programs;
- access to conflict resolution training and other resources;
- program funding availability;
- support from the local school district; and
- parent and community interest and involvement.

Interviews, surveys and/or focus groups, may help to assess school readiness. In order for conflict resolution education programs to be successful, it is critical that major stakeholders from all groups in the school community understand and commit to the program and its principles.

### **Evaluation**

Ongoing evaluation is critical to the success of conflict resolution education programs. Whenever possible, it is helpful to use outside evaluation (such as a university or the central administration office) for a school's program. In evaluating programs, it is important to assess not only students' progress, but also the processes used to implement the program and teach the concepts. Gathering this information will help a school to modify its program training and content, and thus to increase effectiveness. Also, funders may be more willing to give additional monies to support program growth if they see results along the way. By making the results of program evaluations available to the school district and interested community stakeholders, a school helps to build public support for its conflict resolution education program. *For specific recommendations about program evaluation, please see Assessment and Evaluation Guidelines in Section IV.*

### **How to use the Classroom, School and School District Guidelines**

The guidelines that follow are minimum recommendations for effective school-based conflict resolution education programs. Many schools may find that they are able to go beyond these minimum guidelines as their programs grow and become an everyday part of the school's design. Guidelines are presented for each level at which conflict resolution education may be implemented – classroom, school, and school district. The classroom level is addressed first, in order to encourage program implementers to understand and advocate for programming in the classroom and school, while also encouraging more comprehensive district-wide support for conflict resolution education programming. A section on how to conduct program assessment and evaluation follows these guidelines.

### **I. Guidelines for Classroom Conflict Resolution Education**

The classroom environment in which teaching and learning happens is strongly influenced by a teacher's goals, objectives, ways of teaching and curriculum selections or emphases. Effective classroom conflict resolution education emerges from, and directly impacts, teacher development, teaching strategies, parental involvement, curriculum, and program assessment and evaluation.

#### Staff Development Guidelines

- take basic conflict resolution training, with regular opportunities for further skill development
- use conflict resolution skills and strategies in daily interactions and teaching
- participate in conflict resolution education curriculum development planning and in-service sessions with others who teach similar topics
- read literature about conflict resolution and conflict resolution education
- attend professional conflict resolution education conferences and in-service trainings
- maintain active memberships in conflict resolution organizations
- participate in local, regional or national conflict resolution events and organizational committee work

#### Classroom Climate Guidelines

- Differences are handled with civility and respect.
- Wherever possible, teachers and students work together to design and use mutually agreed upon rules and policies for classroom interaction and conduct.
- In a safe and welcoming classroom, students, teachers and other classroom personnel successfully use a variety of strategies to discuss and resolve conflicts, including:
  - collaborative decision-making
  - designation of a specific classroom area where students talk out and resolve problems
  - classroom meetings
  - facilitated dialogues and discussions
  - mediation, negotiation, or other formal conflict resolution processes that result in agreements that resolve disputes

#### Curriculum and Program Implementation

##### *Teaching Methods*

- infuse conflict resolution skills, concepts, and themes into core academic disciplines such as language arts, math, social studies, science, art, and music;
- use cooperative learning and experiential education activities that engage all students and give a wide range of students opportunities to share leadership;
- incorporate multicultural perspectives and diversified teaching techniques into all lessons;
- emphasize the development of critical thinking, perspective taking, and the ability to consider and analyze options;

- provide reflective time for students to process what they are learning by journaling, or by taking part in other activities that help them to think about ways to integrate conflict resolution education into their daily lives.

### *Conflict Resolution Education Core Concepts*

- Effective classroom resolution helps students recognize the following concepts: what conflict is and how it operates
- the difference between conflict and violence - violence is a symptom, or a kind of response, while conflict is the underlying problem or disagreement
- how conflicts increase and decrease
- cultural variations in conflict styles and conflict resolution processes
- personal conflict styles and diverse approaches to conflict
- the difference between fight-flight (aggressive) responses, avoidance responses and assertiveness
- basic human needs and the role that unmet needs play in causing or exacerbating conflicts
- the distinctions between needs and wants, between interests and positions
- recognizing one's own and others' emotions
- anger triggers and responses to those triggers
- group communication and interaction patterns and challenges
- the nature of "bullying" and harassment, and how to interrupt and/or deter it
- how conflict resolution skills can be useful "life skills" at school, at work and at home
- responsibility: taking ownership for one's role in the conflict and the outcome of conflict

### *Conflict Resolution Education Core Skills*

- cooperative group interaction: turn-taking, sharing responsibility
- communication: paraphrasing, active listening, non-verbal communication, validating, reframing, giving and receiving effective messages, including feedback
- affirmation and empathy: learning to feel better about oneself, appreciate others, and provide emotional support for oneself and empathy for others
- anger management: impulse control, capacity to identify anger and effectively respond to it, in self and others
- mediation and negotiation: ability to initiate and successfully complete formal conflict resolution process steps, such as brainstorming, selecting from among alternatives, understanding positions and interests, and analyzing various perspectives of a conflict
- bias awareness: identifying bias (personal, cultural, institutional), understanding bias in self and others, knowing methods for interrupting and countering bias
- problem solving: defining the problem, identifying and evaluating options, selecting the most appropriate resolution strategy
- collaborative decision-making: learning democratic, consensus-based, and other ways of helping people make decisions

### Guidelines for Parent and Caregiver Involvement

- provide parents/caregivers information about conflict resolution so that they can support and reinforce their children's conflict resolution skills at home and school
- send parents/caregivers notes of particular successes or challenges related to a student's conflict resolution skills and knowledge
- provide opportunities for parents/caregivers to visit the classroom, lead activities, or (once they are trained) co-facilitate conflict resolution activities with the teacher

## **II. Guidelines for School-Wide Conflict Resolution Education Programs**

An effective school-wide conflict resolution education program is impacted by: school climate; curriculum; selected means of program implementation; teacher and staff development; community and parental involvement; and results from regular assessment and evaluation of these, and other, program goals. Although schools may choose to begin a program by focusing on one or two of these aspects, a comprehensive conflict resolution education program should aim to incorporate all of the following aspects.

### School Climate Guidelines

- The school's stated mission includes a strong commitment to conflict resolution education.
- All school administrators, teachers, staff and students have access to conflict resolution training, and are encouraged to model effective conflict resolution skills in school interactions and organizational meetings and practices.
- School problem-solving and disciplinary policies are student-centered and include:
  - an active, viable mediation program;
  - an anti-bullying and anti-harassment commitment; and
  - classroom-based conflict resolution lessons and activities.
- The school publicly celebrates and supports conflict resolution education efforts through posters, artwork, newsletters, and other visible artifacts, and hosts celebrations (at minimum, annually) to honor all members of the school community who participate in conflict resolution education activities and/or demonstrate healthy conflict resolution behaviors.

### Curriculum and Program Implementation and Training Guidelines

- The school makes a strong commitment to develop and expand its conflict resolution education programs over time.
- The school has at least one staff member whose job it is to coordinate, support and monitor the school's conflict resolution education program. This staff member should have significant conflict resolution education training and experience.
- Students participate in key phases of the planning and implementation of the school's conflict resolution education programs, where appropriate.
- Students, teachers and staff make accurate and culturally diverse information about conflict resolution alternatives and processes available at school.
- The school planning and assessment documents spell out the links among core curriculum, academic achievement, and conflict resolution education

goals. These documents specify how to integrate conflict resolution education with academics, to the benefit of both sets of goals.

- School-wide grading policies encourage the inclusion of information about students' application of conflict resolution skills in written assessments and on grade cards.
- School requirements make at least one for-credit, elective conflict resolution course available to every student prior to high school graduation.
- The school creates a library of age- and curriculum-appropriate conflict resolution education materials and makes these available to all interested students, teachers and staff.
- All full-time staff and teachers are encouraged to take part in a one-day introductory conflict resolution orientation offered through the school.
- The school offers staff and teachers in-service opportunities for continuing conflict resolution skill development and conflict resolution education lesson plan sharing at least two times per year.

#### Guidelines for Parent/Caregiver and Community Involvement

- The school invites and includes all stakeholders in conflict resolution education program design, implementation and evaluation, where appropriate.
- The school provides at least one public forum or workshop focused on conflict resolution skills training every academic year for parents, other caregivers, and interested community members.
- The school encourages parents, caregivers and community members to complete in-depth conflict resolution training and to actively volunteer in the school's conflict resolution education program.

### **III. Guidelines for District-wide Conflict Resolution Education Programs**

Effective district-wide programs demonstrate commitment to conflict resolution education by creating a climate in which district staff support schools and classrooms in program development programs. When leaders and district-wide facilities are involved, the conflict resolution education programs that are established in schools are more successful.

#### Climate Guidelines

- District's stated mission includes a strong commitment conflict resolution education.
- District superintendent, staff, administration and board set measurable, professional goals and objectives for the implementation of conflict resolution programs in schools throughout the district.
- All levels of District administration (Superintendent, Assistant Superintendents, support staff, administration, board members, and principals) are able to take part in a three-hour introductory conflict resolution workshop hosted by the District.
- District offers its staff in-service opportunities for beginning and continuing conflict resolution skill development (at minimum, annually) so they may better support program development and evaluation in their individual schools.

- District offices promote and advocate for conflict resolution education through a variety of initiatives and public relations efforts. For example, school districts may sponsor peace essay contests or poster contests, highlight new conflict resolution education programs in district schools, and/or use conflict resolution procedures in their own offices.

#### Program Implementation and Training Guidelines

- District staff includes at least one full-time professional, who has conflict resolution education experience, knowledge, and training, and whose job it is to coordinate, support and monitor in-school programs throughout the district, and provides needed administrative support and resources for that coordinator.
- District makes available introductory conflict resolution workshops for representatives from district schools.
- District provides ways for school personnel to network and share resources and strategies for successful program implementation.
- District facilitates in-service conflict resolution education and training as a fulfillment of requirements for continuing education in teacher and administrator credentialing and personnel assessment.
- District provides funds, writes grants, or cost-shares with schools for conflict resolution education programs in all pre-kindergarten – 12th grade schools. This includes providing ongoing monies for staff development.
- District offers at least one stand-alone conflict resolution course for every student prior to high school graduation.
- District commits to a 5-year plan to develop, implement and expand conflict resolution programs over a realistic time frame.

#### Guidelines for Community Involvement

- District holds annual, school-based, open meetings to ask for input and feedback on the conflict resolution programs in the district.
- District encourages positive public relations and media coverage of the conflict resolution programs in all of its schools.
- District sponsors district-wide special events that further advance school-based conflict resolution programs (for example, conflict resolution day, mediation week, appreciation dinners for conflict resolution education volunteers and funders).
- District identifies and works in collaboration with existing community- and Internet-accessible conflict resolution programs, and makes a list of such programs and their contact persons available to all school-based conflict resolution education coordinators.

### **IV. Program Assessment and Evaluation Guidelines**

Implementing a successful conflict resolution education program requires more than just a few days of work and planning. It requires: a significant amount of ongoing training; practical experience; coordination with existing, related school reform initiatives and programs; ongoing evaluation and adaptation; and continuing education support for participating staff, students and teachers. In addition, schools may find it helpful to work with an experienced conflict resolution education consultant who can serve as a coordinator of services, an in-house trainer, and a program evaluator for all conflict resolution education

activities.

### **Keeping data**

From the beginning, it is important to keep data on the ways in which the school offers conflict resolution education. These data might include such information as:

- the number of staff, teachers and students who receive conflict resolution training;
- the number of students who receive conflict resolution lessons in the classroom;
- the number of classroom hours teachers and program volunteers spend teaching conflict resolution education skills and concepts;
- the number of conflict cases referred to a peer mediation program
- the number of peer mediation cases that result in a lasting agreement.

In addition, tracking staff, teacher and student participation numbers and levels will help to assess the growth of interest and support for conflict resolution education over time.

### Classroom Conflict Resolution Education Evaluation Guidelines

- Specific, measurable, conflict resolution education-appropriate goals are clearly articulated at the start of each academic year.
- A plan for achieving these conflict resolution education goals is implemented and followed throughout the academic year.
- Grading policies require information about students' application of conflict resolution skills in written assessments and on grade cards, including narrative documentation of the use of conflict resolution skills and strategies in the classroom and school.
- Data is collected from the beginning (see *Keeping Data* section above).
- At the end of each academic year, the conflict resolution education processes used and staff persons involved in implementation are reviewed in order to identify programmatic strengths and areas for improvement.

### School-wide conflict resolution education program evaluation guidelines

- Specific, measurable, conflict resolution education-focused goals are clearly articulated at the start of each academic year.
- A plan for achieving these conflict resolution education goals is implemented and followed throughout the academic year.
- An annual review of the conflict resolution education processes is completed in order to identify strengths and areas for improvement.
- An annual review of persons involved in implementing conflict resolution education programs is completed in order to identify strengths and areas for improvement.
- Annual staff performance review notes participation in conflict resolution training and serious commitment to using conflict resolution skills in adult-adult and adult-student interaction.
- The school seeks student, teacher and staff suggestions for program development, modifications, and expansion at regular intervals.



- An annual assessment of the conflict resolution education program's impact on students, teachers, and school climate is conducted by an outside evaluator.

#### District-wide conflict resolution education program evaluation guidelines

- The District supports the development of conflict resolution education evaluation tools that may be modified and used in schools throughout the district.
- The District encourages/requires schools to include information about students' application of conflict resolution skills in written assessments and on grade cards.
- The District facilitates ongoing and annual evaluation of school-based conflict resolution education programs, and uses this data as a basis for future program adaptation wherever possible.

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#### **About the Association for Conflict Resolution**

The Association for Conflict Resolution (ACR) is a nonprofit, professional membership organization representing more than 6,000 educators, mediators, arbitrators and others involved in the field of conflict resolution and collaborative decision-making. ACR, a professional organization dedicated to enhancing the practice and public understanding of

conflict resolution, was launched in January 2001 when the Academy of Family Mediators (AFM), the Conflict Resolution Education Network (CREnet), and the Society for Professionals in Dispute Resolution (SPIDR) merged. In addition to promoting the growth and development of the conflict resolution field in a variety of practice areas, ACR supports quality conflict resolution education programs in schools as an essential part of building safe, welcoming learning environments.

**Association for Conflict Resolution**

*(a merged organization of AFM, CREnet and SPIDR)*

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# Section 5

## DISASTERS AND EMERGENCIES

## Introduction to the Standardized Emergency Management System (SEMS)

The Standardized Emergency Management System (SEMS) is a state-wide California system police officers, firefighters and other disaster responders use in disaster events. The primary goal of SEMS is to aid in communication and response by providing a common management system and language.

As a result of the 1991 East Bay Hills Fire in Oakland, a law was passed by the legislature to improve the coordination of state and local emergency response in California. The statute directed the Governor's Office of Emergency Services (OES), in coordination with other state agencies and interested local emergency management agencies, to establish by regulation the Standardized Emergency Management System (SEMS). State agencies and local governments are required to use SEMS to participate in disasters.

The basic framework of SEMS incorporates the use of the Incident Command System (ICS) (developed under the Fire Fighting Resources of California Organized for Potential Emergencies (FIREScope) Program,) multi-agency or inter-agency coordination, the State's master mutual aid agreement and mutual aid program, the operational area concept and the Operational Area Satellite Information System (OASIS).

SEMS is designed to be flexible and adaptable to the varied emergencies that can occur in California, and to meet the emergency management needs of all responders. By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS, and they must use SEMS in order to be eligible for state funding of certain response related personnel costs. While local governments are not required to take the State Approved Courses of Instruction on SEMS, they are required to maintain minimum training competencies in SEMS.

SEMS is a **management** system. It provides an organizational framework and acts as the umbrella under which all response agencies may function in an integrated fashion. Training is essential to the effective use of SEMS at all levels. The State has developed and provided an approved Course of Instruction that can be used at each of the five levels in SEMS. Agencies at all SEMS levels may use the Approved Course of Instruction developed by the State, or use an internal training program to meet required training competencies. Training competencies are described at each level of the State's training curriculum as performance objectives.

### Common SEMS terms and definitions

In order to gain a better understanding of SEMS, and to allow you to more effectively use the system, it is important to be able to describe the following terms and know their relationships in SEMS.

**Action plan:** When a disaster occurs, a written or oral plan is drafted by the Planning Section with the Incident Commander which establishes goals and identifies the operational period.

**After action report:** A written report is submitted to the EOC within ninety days of a declared disaster that details your response and what you plan to do to improve it.

**Command post:** A physical location designated at the beginning of any disaster where the Incident Commander is stationed. Depending on conditions, the command post may be moved. Multiple incidents would have multiple command posts.

**Demobilize:** When specific personnel or equipment are no longer needed, they are returned to the original dispatch location.

**Disaster Service Worker:** All volunteers (including veterinarians) must be sworn in as disaster service workers BEFORE a disaster. Taking this oath affords them coverage if injured through the State Worker's Compensation Fund. It also allows for more protection than the Good Samaritan Act with respect to liability issues.

**Emergency:** A condition of disaster or extreme peril to the safety of persons or property. Emergencies can be small or large.

**Emergency Operations Center:** A location that monitors and coordinates the disaster response. EOC facilities are found at local governments, operational areas, regions and state.

**Emergency response agency:** Any organization responding to an emergency or providing mutual aid support to such an organization whether in the field, at the scene of an incident, or to the operations center.

**Emergency response personnel:** Personnel involved with an agency's response to an emergency.

**Incident Commander (IC):** This may be a local government official or the primary Veterinary Disaster Team Coordinator. If the primary Veterinary Disaster Team Coordinator has this designation, their duties are to organize and oversee the animal disaster response.

**Incident Command System (ICS):** A nationally used standardized on-scene emergency management system.

**Liaison Officer:** One person will be assigned to aid in the coordination of the response by being the point of contact for other agencies responding to an incident. The Liaison Officer reports directly to IC.

**Memorandum Of Understanding:** A written agreement between the Veterinary Disaster Team and other disaster responders must be signed prior to a response in a disaster to formalize the understanding that they will assist in the animal disaster response.

**Mitigation:** Before or after a disaster, there are actions that can be taken to reduce the impact of the event.

**Multi-agency or inter-agency coordination:** Agencies working together at any SEMS level to facilitate decisions.

**Mutual Aid:** Voluntary provision of services and facilities when existing resources prove to be inadequate. California mutual aid is based upon the State's Master Mutual Aid Agreement. There are several mutual aid systems included in the mutual aid program.

**Operational Area:** An intermediate level of the state emergency services organization consisting of a county and all political subdivisions within the county area.

**Operational Period:** In each action plan, there will be a period of time specified in which identified goals must be accomplished.

**Operations Section Chief:** If several agencies are working together in the same area, the Primary Veterinary Disaster Coordinator may direct this section of the Animal Response.

**Public Information Officer (PIO):** One person is designated to be the ONLY contact for the media to ensure that accurate information about the disaster response is released. Press releases are approved by the Incident Commander prior to release.

**Span of control:** To insure the most effective disaster response, the optimum number of people reporting to one supervisor is no more than five people and the maximum is seven people.

**Triage:** When there are many injuries, animals with the most life threatening injuries are treated first (if they have a good prognosis with treatment).

## **Levels of response using SEMS**

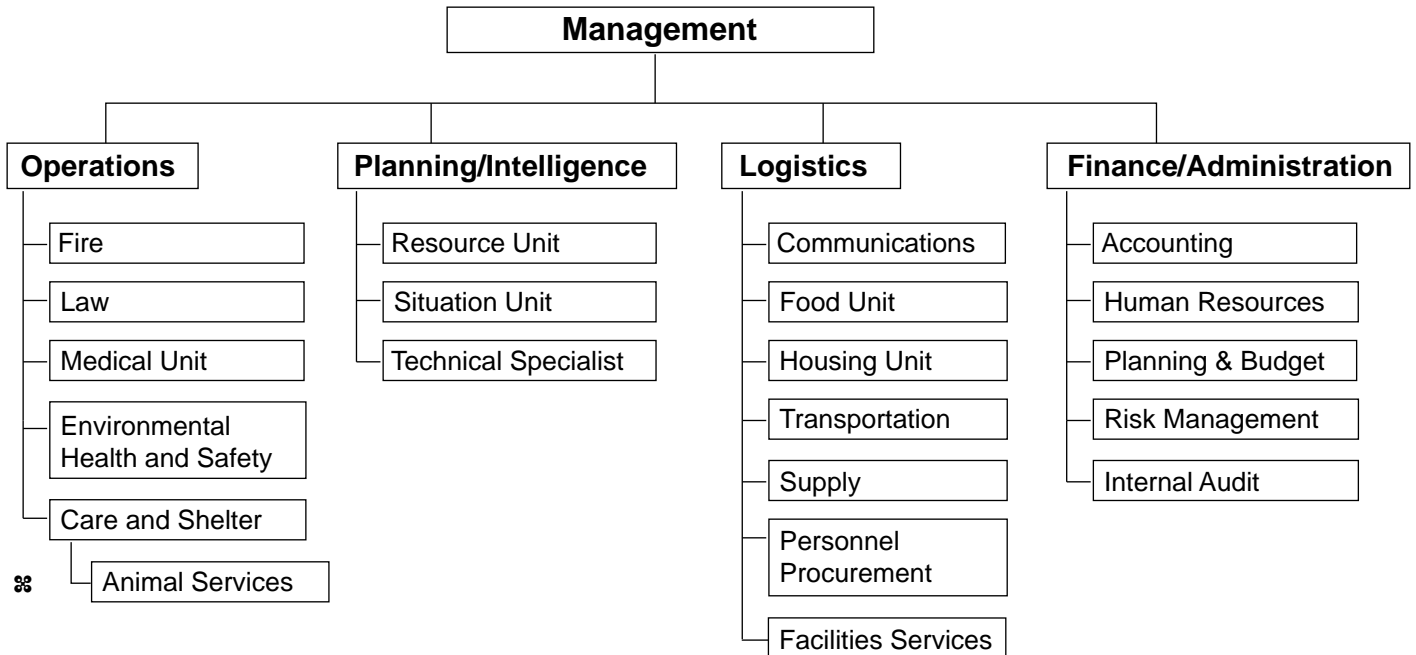
SEMS provides for a five level emergency response organization, activated as needed, to provide an effective response to multi-agency and multi-jurisdiction emergencies. SEMS allows the response to shrink and grow as the incident evolves. Only the levels needed to respond are activated. Each level utilizes the same Incident Command System.

1. Field level: commands emergency response personnel and resources to carry out tactical decisions and activities in direct response to an incident or threat.
2. Local level: manages and coordinates the overall emergency response and recovery activities within their jurisdiction.
3. Operational area level: manages and coordinates information, resources, and priorities among local governments and special districts within the operational area and serves as the coordination and communication link between the local governmental level and the regional level. An operational area is the geographical boundaries of a county.
4. Regional level: manages and coordinates information and resources among operational areas within the mutual aid region and between operational areas and the state level. This level along with the state level coordinates overall state agency support for emergency response activities.
5. State level: manages state resources in response to the emergency needs of the other levels, manages and coordinates mutual aid among the mutual aid regions and between the regional level and state level, and serves as the coordination and communication link with the federal disaster response system.

## **Why is it important to train our disaster team to use SEMS?**

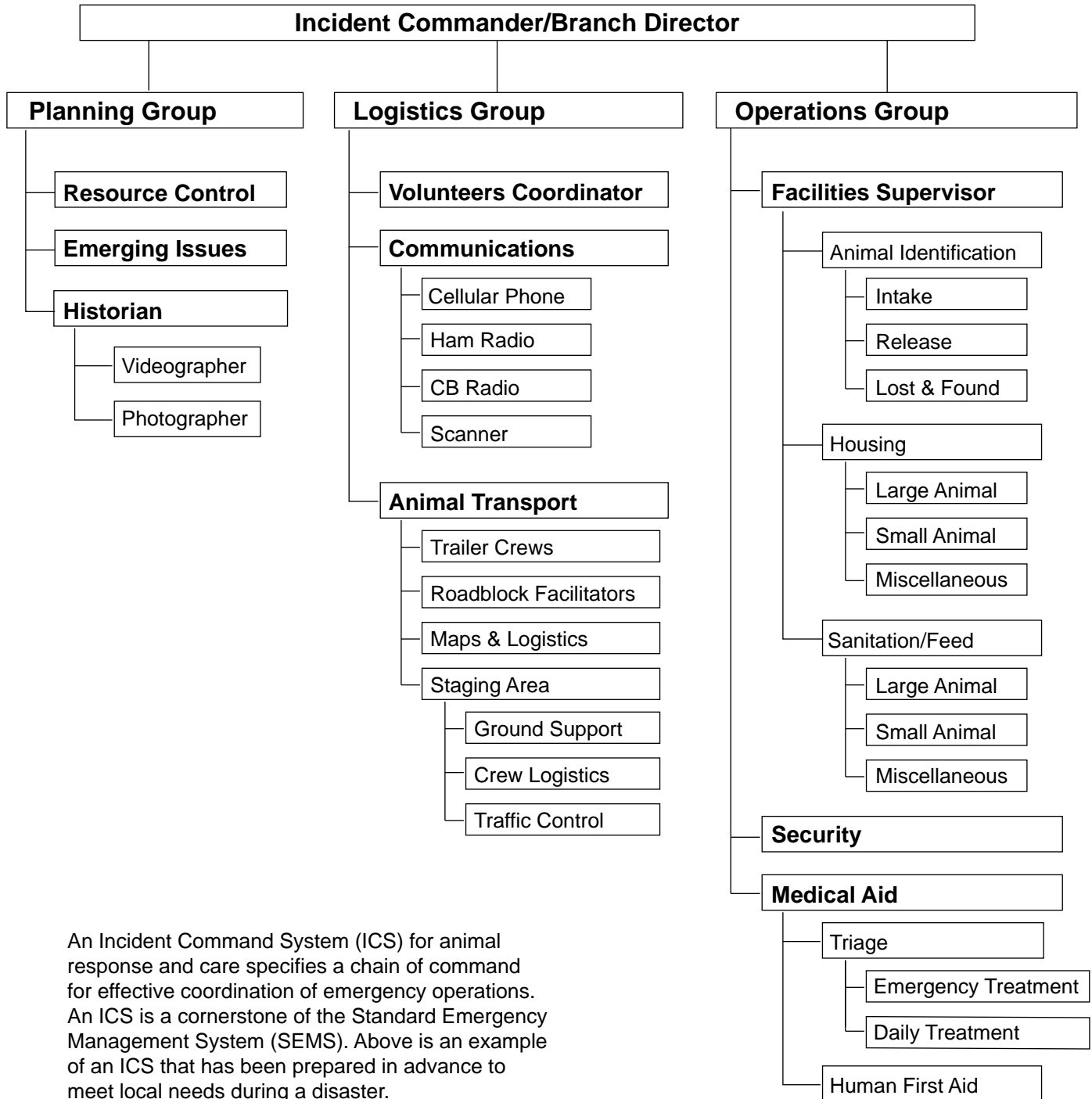
The number one reason to use SEMS is that it is required for disaster response. In addition, it provides the team with an effective way to communicate with other agencies. This allows the team to respond more quickly to disasters, to focus team resources where they are most effective, and to avoid duplication of efforts. It also helps the team understand state-wide organization and the team's role in these larger responses.

# Standardized Emergency Management System in the Emergency Operations Center



The Standardized Emergency Management System (SEMS) provides the model for all levels of emergency operations—local, regional and statewide. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response. If a need exists, for instance, at the local level, the person in charge of filling that particular need may contact the person who serves in a parallel position at the regional level—that person may be able to access resources located elsewhere. The Animal Services Coordinator (⌘) is a veterinarian, animal control officer or other knowledgeable person trained in disaster response, animal care and animal rescue.

# Animal Services Branch



An Incident Command System (ICS) for animal response and care specifies a chain of command for effective coordination of emergency operations. An ICS is a cornerstone of the Standard Emergency Management System (SEMS). Above is an example of an ICS that has been prepared in advance to meet local needs during a disaster.



## SEMS in action

The key to SEMS power and the ICS is the system's ability to shrink or grow as the incident demands. In a small disaster, the Incident Commander may fill all ICS roles. As the size of the disaster increases, (s)he may activate committees, officers and other team members to fill team's needs. Each time the number of people working under one supervisor exceeds 5, that person can create another level of supervision to maintain the optimum ratio. This process is simply reversed as team needs decline. By dynamically controlling team structure and size, optimum communication can be maintained with a minimum of confusion or redundancy. Please review the following examples.

The Veterinary Disaster Team receives an activation call from the local OES:

1. There has been damage to a house on the edge of town and help is needed caring for the owner's two dogs and one cat until the owner can return to his house. The Veterinary Coordinator would be the IC and would probably need little help locating boarding facilities or a foster home for the animals.
2. A fire involving a large apartment complex and several blocks of houses has left 20 cats and dogs injured and in need of medical attention and housing. In this case, the OES officer would be the IC. The Veterinary Coordinator would be acting under Animal Control, who would be acting under the IC. The VC would need to activate the small animal response coordinator, the supply committee, and the volunteer coordinator. The VC would brief these coordinators on the situation, and they would in turn activate other team members as necessary to provide for the immediate response and the housing needs of the injured animals.
3. A levee unexpectedly gave way, flooding an entire town and forcing most of the residents to evacuate without their animals. The area is under a stage 2 roadblock and a significant number of small and large animals are stranded in the water. As in #2, the VC would be working under the Animal Control arm of the ICS. This case would require activation of both the large and small animal response coordinators, all committee members, the public information officer and probably all team members. By having volunteers respond to the volunteer coordinator, who then works with the response coordinators under the supervision of the VC, the team can efficiently and rapidly mobilize and begin addressing animal needs.

### **Role of the primary veterinary coordinator before a disaster**

The Veterinary Coordinator has a number of responsibilities assigned by the CVMA. You are designated to complete the county guide and send a copy of completed guide to CVMA and to the Disaster Response Committee of the local VMA. CVMA will keep one copy for backup reference and will reproduce copies for the Coordinator to distribute to the appropriate agency contacts.

The Coordinator must select at least one Assistant Coordinator to serve as resource contact in the event that the Coordinator is unavailable and to aid the coordinator in the event of a major disaster. Both the Coordinator or Assistant Coordinator must be available at all times to respond to disasters either by phone or pager.

The Coordinator serves on the Disaster Response Committee of the local VMA. The Coordinator and alternates should attend appropriate media training provided by CVMA. It is also recommended that the Veterinary Coordinator join the disaster committee for their local American Red Cross chapter, and the VC should work closely with the American Humane Association, which has extensive experience in disaster planning.



**BOMB DATA SHEET**

(Immediately Report Bomb Threats To Appropriate Campus Official's

Quickly Answer Questions Below To The Best Of Your Knowledge: (Exact Wording, If Possible)

When is the bomb going to explode? \_\_\_\_\_

Where is it right now? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

Did you place the bomb? Why? \_\_\_\_\_

What is your address? \_\_\_\_\_

What is your name? \_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_ Age: \_\_\_\_\_ Time And Length Of Call: \_\_\_\_\_ / \_\_\_\_\_

Phone number at which call was received: (        ) \_\_\_\_\_ Date: \_\_\_\_\_

**CALLER'S VOICE: CIRCLE THOSE THAT APPLY**

CALM	ANGRY	EXCITED	SLOW	RAPID	LOUD
LAUGHING	CRYING	NORMAL	DISTINCT	SLURRED	WHISPERED
NASAL	LISP	RASPY	DEEP	RAGGED	DEEP BREATHING
CRACKING	DISGUISED	ACCENT	INTOXICATED		

**BACKGROUND NOISES: CIRCLE THOSE THAT APPLY**

STREET	VOICES	PA SYSTEM	MUSIC	HOUSE NOISES
MOTOR	TRAFFIC	OFFICE	FACTORY	MACHINERY
ANIMAL	STATIC	CELL PHONE	LOCAL	BOOTH
OTHER	_____			

**LANGUAGE OF CALLER**

WELL SPOKEN	FOUL	INCOHERENT	IRRATIONAL	THREATENING
TAPED	READ/PREPARED		ACCENT	_____
OTHER	_____			

# Section 6

## DYNAMICS AND STUDENT BEHAVIOR

## INDICATORS OF ABUSE

### Physical Abuse

- Unexplained bruises and welts.
- Unexplained burns.
- Unexplained fractures.
- Unexplained lacerations or abrasions.
- The child is wary of contacts with teachers and other children.
- The child is apprehensive when other children cry.
- The child exhibits behavioral extremes, such as aggressiveness or social withdrawal.
- The child is afraid to go home.

### Sexual Abuse

- The child has difficulty in walking or sitting.
- The child has torn, stained or bloody underclothing.
- The child has bruises or bleeding in the external genitalia, vaginal, or anal areas.
- The child is unwilling to change for gym classes.
- The child withdraws from others or exhibits infantile behavior.
- The child has bizarre, sophisticated, or unusual sexual behavior or knowledge.
- The child becomes a delinquent or runaway.

### Emotional Abuse/Neglect

- The child is underweight or malnourished.
- The child is unkempt.
- The child withdraws, behaves destructively, steals or engages in other criminal behavior.
- The child is overly compliant, overly passive or aggressive, very demanding or under demanding.
- The child attempts suicide.
- The child is left alone at home.

## What To Do If You Know About Or Suspect Child Abuse

- Don't panic; your reactions may further frighten or alarm the student.
- Sympathize with the student. Your compassionate ear will be therapeutic.
- Gently, yet firmly, get specific information: child's name, present location, parents' names and address, and nature and extent of abuse.
- Acknowledge the student's courage to open up.
- Explain that state laws require you to report this immediately.
- Emphasize that now something can be done to stop the abuse and begin the process of healing.

## How To Report

1. Report abuse immediately to the local Child Protective Services (CPS) unit in your area or contact local law enforcement. Dial "911" if the situation requires an immediate response. The school district police or security department is NOT a Child Protective Agency.
2. Complete a Suspected Child Abuse Report Form (SS-8572) within 36 hours.
3. Mail the top three copies to the address given to you by the Child Protective Services unit in your area.
4. Document in your own personal notes the details of the abuse and the actions taken. Keep all records in a secure place.
5. Contact the local child protective agency for training on the recognition and investigation of child abuse.

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) (     )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		City	Zip
	DATE/TIME OF PHONE CALL		OFFICIAL CONTACTED - TITLE		TELEPHONE (     )	
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	GRADE			PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO
	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME
	1. _____		3. _____		2. _____	
	2. _____		4. _____			
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	HOME PHONE (     )			BUSINESS PHONE (     )		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	HOME PHONE (     )			BUSINESS PHONE (     )		
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	TELEPHONE (     )			OTHER RELEVANT INFORMATION		
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

Arrowheads - A scribe, glass drill bit shaped like an arrowhead.

Backup - Tag name a tagger will use but less frequently known (only to members in the same crew). Usually used when a tagger's main tag name is known by school authorities or law enforcement.

Battle - A contest between different taggers or crews to see who can write their tag the most times in a certain area within a given period of time.

Bite - Adopt a similar or the same name as another tagger or crew.

Bleeder - Paint when painted over bleeds through, defeating the paint over.

Bomb - To put a series of large letters on a wall usually in more than one color

Bombing Run - When a tagging crew comes together with the express purpose of putting up their tags and the name of their crews many times as they can

Buff - To remove graffiti from an object. Wipe clean.

Burner - Doing a really good wall mural (see Piece).

Burnt - Something, which no longer can be used.

Bust A Cap - Shoot at someone.

Cap - Spray paint tips or nozzles. "Fat" caps spray a wide line. "Testors" spray a thin line.

Check-Courting - Beating a fellow tagger in a crew as a form of discipline.

Crew - Taggers with their own distinct name.

Curb Kings - Taggers who write on street curbs.

Def - A really good tagger who is considered to be "cool".

Destinations - Front of a bus.

Dis - To disrespect someone by writing over or on another taggers work.

Down - In support of backing your crew or crew members.

Fade - Blend colors.

Fresh - Pieces or tagging styles that are considered good.

General - Not considered a unique style.

Getting Up - Putting your tag on objects.

Grills - The back of a bus, either inside or outside.

Hang Overs - Taggers have to reach over a bridge rail or a wall so they can tag.

Heavens - Overhead freeway signs. Sometimes used to refer to any high objects to tag on.

Head - The best tagger in a crew art-wise.

Hero - A citizen who tries to stop someone from doing their graffiti and attempts to detain him/her for the police officer.

Hit Up - Put graffiti on an object.

Illegal Wall - A place where a tagger does not have permission to put graffiti.

Jack - To rob a tagger's supplies.

Kill - Tag all over a wall, same as "kill a wall."

Kings - Better than all others.

Kill a Wall - Graffiti all over a wall.

Landmarks - Fixed street objects, such as streetlights, electric poles, sign poles, etc.

Legal Wall - A place where the tagger has permission to put up graffiti.

Mob - Putting as much graffiti on an object as possible, usually in a short period of time.

O.G. - Original Graffiti artist. A long time tagger.

Oner - A tagger who does not belong to a crew.

One-Time - The police officer.

Paint Stick - A type of marker pen filled with paint.

Piece - An elaborate graffiti mural

Piece Book - A book that taggers practice their own unique style of graffiti writing. These books often contain sketches of graffiti that they have done in the past or are planning to do in the future.

Piecer - A graffiti artist that does murals on walls. Most taggers aspire to become a renowned piecer.

Rack - Stealing; shoplifting paint, markers, etc.  
Rank - Status within the crew, usually a veteran tagger having some say as to what the crew will do.  
Rank Out - Failure to claim your crew when asked.  
R.I.P. - Rest In Peace. Often placed on walls in memory of a deceased tagger or crew member.  
Rolled Up – Arrested.  
Sakura's - A brand of marker containing paint.  
Scribe - An object used to etch a tag on glass, metal or plastic.  
Slash - To cross out another tagger/crew's name. Meant as an insult or a challenge.  
Slipping - When a tagger is caught alone without any of his crew to back him up. Also can mean a tagger is caught doing something wrong (i.e., police officer finding a tagger in a possession of spray paint cans).  
Spot - A store to shoplift from which is kept a secret from other taggers.  
Streaks - A brand of marker called Meanstreak which is similar to a large crayon.  
Sweated - To be questioned about a tagger, either by the police officer or gang member.  
Tag - A nickname or the act of putting graffiti on an object.  
Tagger - A person who adopts a unique nickname and then puts their nickname on objects.  
Take Out - To defeat another tagger/crew in a battle.  
Testors - A spray can tip that sends out a thin stream of paint.  
Throw Ups - Large bubble style letters painted on an object.  
Toy - A beginner or a tagger who writes in an amateurish manner.  
U/C - Undercover. Plainclothes police officer or anything that is not what it appears to be - like a scribe inside an ink pen.  
Wack - Stupid or dumb.  
Wak - A style of tagging that is considered incorrect, out of "sync."  
Wild Style - Unique style of tagging that exhibits overlapping letters.  
Write - To put up a tag or graffiti on an object.  
Writer - A person who does murals (pieces); a person who puts his tag on objects.  
Yard - A place where taggers and piecers go to do their murals.  
24-7 - A person who tags 24 hours a day, 7 days a week.  
3 Fingers - A spray tip that produces a wide spray pattern, like a "Fat Cap."