

---

---

# **The Growing Concern Regarding School Resource Officers**

— Joseph B. Ryan, Ph.D. —

Jennifer Counts, M.Ed.

Tina Randall, M.Ed.

---

Clemson University

## **Overview**

### **Presence of SROs**

### **History**

### **Issues/concerns around the misuse of SROs in the educational setting**

### **Recommendations**

## **The Presence of School Resource Officers in Educational settings**

- **SROs are one of the fastest growing areas of law enforcement**  
(National Association of School Resource Officers , 2012)
- **Approximately 19,000 SROs working in schools across the U.S.**  
(U.S. Department of Justice Statement of Interest, 2015)
- **Nearly half of public schools now have a police presence**  
(Office of Community Oriented Policing Services, 2010)

## **Recent Misuse of SROs**

- **Kenton County, KY**
  - **SRO handcuffed 8 & 9 year old elementary students above the elbows on multiple occasions for noncompliance (S.R. & L.G. v. Kenton County Sheriff's Office, 2015)**

- **Okeechobee County FL**
  - **10 Year old child with Autism handcuffed and arrested at school for kicking teacher.**

## **History & Purpose of SROs**

- **Changing mission of SROs is often reactionary to public outcry of a perceived threat to our nation's youth**
  - **Permanent placement of law enforcement within schools originated during 1950's (Flint, MI) to decrease school violence**
    - Specifically *gun-related incidents* (Johnson, 1999; James & McCallion, 2013).
  - **1960's- 70's, SROs placed in schools in Southern states to address safety issues related to *racial tensions*** (Coon & Travis, 2012).
  - **1980s SROs tasked with deterring *drug related problems* across the nation** (Price, 2009).
  - **Recent surge in SROs due to *school shootings* (e.g., Columbine, Sandy Hook)** (Samah, 2015; Toppo, 2013).
- **Mission Creep due in part to a lack of clear policy guidelines defining their roles** (Na & Gottfreyson, 2011).

## **Roles & Responsibilities of SROs**

(National Association of School Resource Officers, 2012)

### **3 Pronged Mission**

- 1. Law enforcement (Enforcing Laws & Ordinances)**
- 2. Teaching (e.g., Drug & Gang Awareness Classes)**
- 3. Mentoring (e.g., Advising Staff)**

## **Critical Issues Regarding SROs**

- 1. SROs being used inappropriately to manage student misbehavior**
- 2. SROs inadvertently promoting the school to prison pipeline**
- 3. Lack of policies regulating roles and responsibilities**
  - (e.g., Memorandums of Understanding (MOUs) / Memorandums of Agreement (MOAs))**
- 4. SROs lack of training**

### Issue 1

#### SROs Being Used to Manage Student Misbehavior

- **41% of teachers identified student misbehavior as a barrier to teaching** (National Center for Educational Statistics, 2014)
  - **43% of schools report inadequate levels of teacher training in behavior management** (NCES, 2014).
- **Increased levels of misbehavior, coupled with a lack teacher training in positive behavioral interventions, have resulted in over use of harsh / aversive behavioral interventions (e.g., suspension, seclusion, restraint)** (NDRN, 2009)
- **Punitive approaches often ineffective because they**
  - are reactive v. proactive
  - fail to teach appropriate alternative behaviors
  - may reinforce a problem behavior
  - remove students from instructional opportunities

(George, 2012; Ryan, Sanders, Katsiyannis & Yell, 2007)

### Issue 2:

#### SROs Inadvertently Promoting School to Prison Pipeline

- **Tasking SROs to deal with student misbehavior has increasingly criminalized traditional school disciplinary issues, exacerbating the school to prison pipeline** (Bracy, 2010; Mukherjee, 2007).
- **Office for Civil Rights data indicated** (OCR, 2014)
  - **260,000 students were referred to law enforcement**
  - **92,000 students were arrested**
  - **70,000 were physically restrained**
  - **37,000 students were placed in seclusion**

## **Issue 2**

### **School to Prison Pipeline Cont.**

#### **Increasing Number of School Arrests**

- **Public order offenses (e.g., disorderly conduct, obstruction of justice) have increased by 108% from 1985-2009** (Strategies for Youth, 2013)
- **Schools with SROs have 5 times as many arrests for disorderly conduct as schools without SROs** (Justice Policy Institute, 2011)
- **DOJ Letter of interest** (US DOJ, 2015)

## **Issue 2**

### **School to Prison Pipeline Cont.**

#### **Negative Impacts Upon Recidivism**

- **Early age of first offense, status offenses, and being prosecuted for a first offense are significant predictors of recidivism** (Barrett et al., 2014; Barrett & Katsiyannis, 2015).
- **Students with DSM diagnosis relating to aggression were >3 times more likely to commit a second offense** (Barrett & Katsiyannis, 2015)
- **Students with other mental health diagnosis are 2 times more likely** (Barrett & Katsiyannis, 2015)

## Issue 2

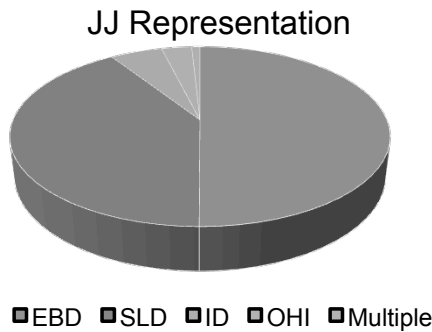
### School to Prison Pipeline (Cont.)

#### Disproportional Impact on Students With Disabilities

- Nearly half of students with emotional disturbance and 24% of students with learning disabilities had contact with the juvenile justice system in comparison to 13% of non-identified students (Fabelo et al., 2011)

#### Students With Disabilities Overrepresented in Juvenile Justice (JJ) System

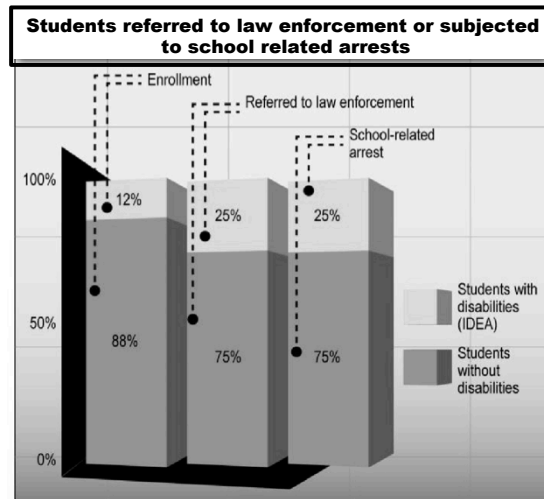
(National Collaborative on Workforce and Disability, 2015)



## Issue 2

### School to Prison Pipeline Cont.

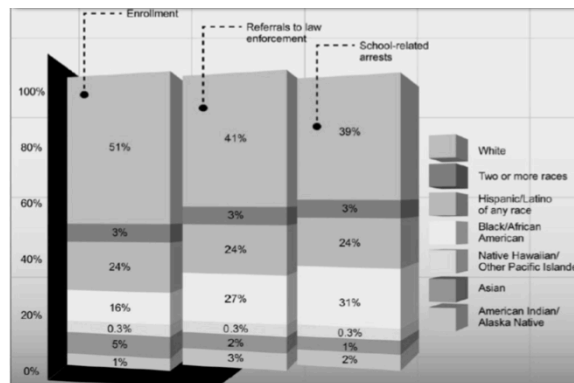
#### Disproportional Impact on students with disabilities (Civil Rights Data Collection, 2014)



## Issue 2 School to Prison Pipeline Cont.

### Disproportional Impact on Minorities (Civil Rights Data Collection, 2014)

- While black students make up only 16% of the overall population, they represent 27% of students referred to law enforcement, and 31% of students arrested at school (Fabelo, et al., 2011; Leiber, 2002; Mallet, 2014).



## Issue 3 Lack of Policies Regulating SRO Roles and Responsibilities

- **32 states have some kind of law regarding SRO**
  - Recommendation for use MOU to specification of training
  - 9 states require only certified law enforcement officers
- **18 states have no laws**
  - 2 states (MN, OH) pending legislation



**Issue 3****Lack of Policies Regulating SRO Roles and Responsibilities**

- **SRO programs frequently lack detailed written definitions on roles & responsibilities to guide officers in their duties and govern school administrators in the use of SROs** (Finn, Shively, McDevitt, Lassiter & Rich, 2005).
  
- **MOU/MOA**
  - 13 states require MOU/MOA
  - 2 “encourage” (IL, VT) but have no other requirements

**Issue 3****Lack of Policies Regulating SRO Roles and Responsibilities**

- **Data-based assessment**
  - Establish the need for and/or effectiveness of programs
  - 2 states require use of data (AZ, PA)
    - Specifically tied to grant money funding the SRO position

## **Issue 4**

### **SROs Lack of Training**

- **Only 15 states have established specific training/certification requirements for SROs**
  - (AR, CA, CO, CT, IN, KY, LA, MO, NJ, NC, RI, SC, TN, TX, UT)
- **76% of states do not mandate juvenile justice training for law enforcement beyond the basic training received at the police academy** (IACP, 2011).
  - **State police academies spend <1% of total training on juvenile justice issues** (Strategies for Youth Survey, 2013).

## **Recommendations for Schools**

(Ryan, Katsiyannis, Counts & Shelnut, 2017)

- 1. Assessment of need and continuing assessment based on data collection of program effectiveness**
- 2. Establish policies/guidelines regarding the use of SROs**
  - **Develop Memorandum of Understanding (MOU) that ensures SROs are not used to manage student misbehavior unless criminal in nature utilizing a Unified Stakeholders Approach**
- 3. Increase Training for Teachers & SROs in behavior management and disability awareness**
  - **Including multi-tiered systems (e.g. PBIS)**

## Recommendation 1 Assessment

- **Schools need to assess their safety needs**
- **On-going assessment of effectiveness of program based on program goals**
  - Requires data collection
- **Assessment and evaluation of SRO**

## Assessment Resources

Assessment	World Wide Web Link
International Association of Chiefs of Police (IACP). Safe Schools: Assessing School Safety Online Course	<a href="http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=3">http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=3</a>
OJJDP National Training and Technical Assistance Center (NTTAC)	<a href="https://www.nttac.org">https://www.nttac.org</a>
A Guide to School Vulnerability Assessments: Key Principles for Safe Schools	<a href="http://rems.ed.gov">http://rems.ed.gov</a>
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates.	<a href="http://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf">http://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf</a>

## **Recommendation 2**

### **Establish Memorandum Of Understanding (MOU) or Memorandum of Agreement (MOA) Guidance**

- **Require all SROs be carefully selected law enforcement officers who have received specialized SRO training in the use of police powers and authority in a school environment.**
- **Clearly define the roles of the SRO to include those of:**
  - Law enforcement officer
  - Teacher
  - Informal counselor
- **Prohibits SROs from becoming involved in formal school discipline situations that are the responsibility of school administrators.**

(nasro.org)

### **Establish a (MOU) Utilizing a Unified Stakeholders Group (Teske, 2017)**

- **Rule 1: School-Justice partners responsible for school, law enforcement, and court decision making are mandatory voting members.**
- **Rule 2: May include those providing financial or in-kind support with voting authority**
- **Rule 3: All others are advisory members (e.g., Parents / Youth / Faith Based / Advocates / Teachers) are non-voting members**
- **Rule 4: Voting members may veto decisions contrary to regulations or the law.**

## **Establish a (MOU) utilizing a Unified Stakeholders Approach (Teske, 2017)**

### **Establish Definitions**

- Focus Acts
- Felony vs. Misdemeanor
- Student/Juvenile

### **Develop Discipline Decision Tree Using a Graduated Response System**

- High / Medium / Low
- What are the responses associated with each level?

## **MOU Resources**

<b>MOU</b>	<b>World Wide Web Link</b>
<b>MOU Guidance Advancement Project</b>	<a href="http://b.3cdn.net/advancement/cf357b9f96d8c55ff8_rdm6ib9js.pdf">http://b.3cdn.net/advancement/cf357b9f96d8c55ff8_rdm6ib9js.pdf</a>
<b>U.S. Department of Justice</b>	<a href="http://www.cops.usdoj.gov/pdf/2013_MOU-FactSheet_v2_091613.pdf">http://www.cops.usdoj.gov/pdf/2013_MOU-FactSheet_v2_091613.pdf</a>
<b>National School Board Association Council of School Attorneys</b>	<a href="http://www.aswdlaw.com/wp-content/uploads/2013/10/1013_InqAnalysis-FINAL.pdf">http://www.aswdlaw.com/wp-content/uploads/2013/10/1013_InqAnalysis-FINAL.pdf</a>
<b>Broward Co. FL MOU</b>	<a href="http://www.ncjfcj.org/sites/default/files/Broward%20Co%20Collaborative%20Agreement%20on%20School%20Discipline%20-%20MOU.pdf">http://www.ncjfcj.org/sites/default/files/Broward%20Co%20Collaborative%20Agreement%20on%20School%20Discipline%20-%20MOU.pdf</a>
<b>NASRO sample MOUs</b>	<a href="https://nasro.org/?s=memorandum+of+understanding">https://nasro.org/?s=memorandum+of+understanding</a>

## Unified Stakeholders Approach (Cont.)

### Actions for Special Cases

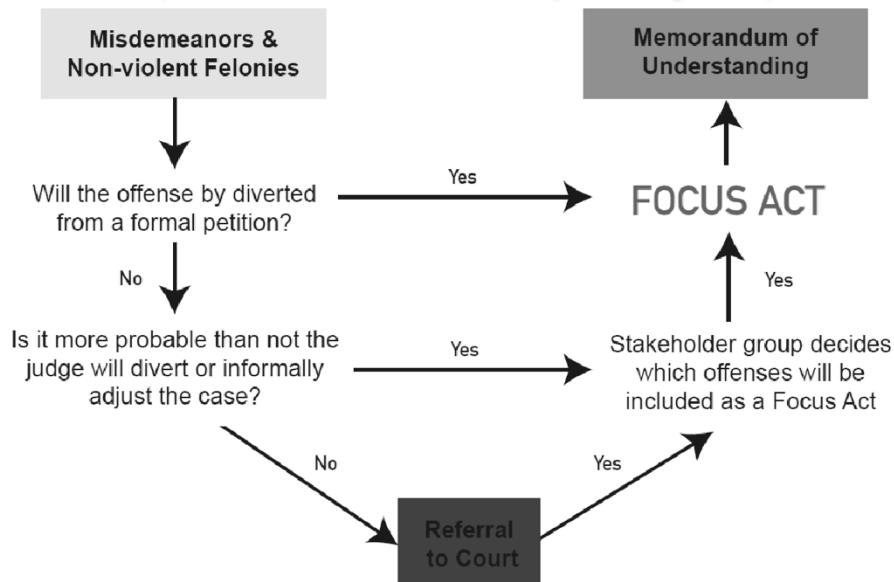
- IEP Students
- Chronically Disruptive (Referral for mental health/Special Education assessment)
- Probation
- Bullies (Bully Prevention Programs)
- Treatment of Elementary students

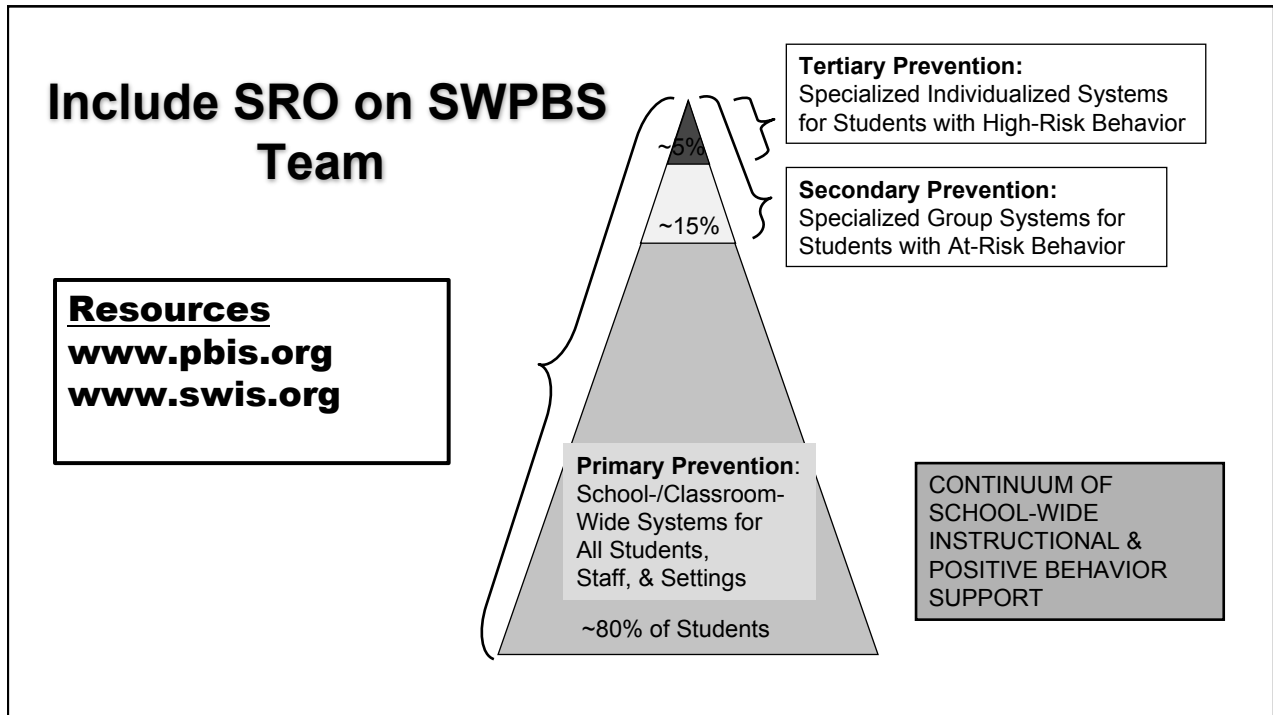
### Quality Control

- Data Collection (What data is collected? / Who collects? / How is it used/reported?)
- Who participates (stakeholders)?
- What are outcome measures?
- Who provides training and how often?
- What is the process for modification?

## Creating a Focus Act Decision Tree

(National Council of Juvenile and Family Court Judges, 2017)





Sample Teaming Matrix	Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved
	Attendance Committee	Increase attendance	Increase % of students attending daily	All students	
	Character Education	Improve character	Improve character	All students	
	Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	
	School Spirit Committee	Enhance school spirit	Improve morale	All students	
	Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	
	DARE Committee	Prevent drug use		High/at-risk drug users	
	EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	

<h2 style="text-align: center;">Recommendation 2</h2> <h3 style="text-align: center;">Identify Youth At-Risk for Juvenile Justice Trajectory <small>(Mathur, in press)</small></h3>		
Area	Early Warning Signs	Method of Measurement
Aggression & Anti-social Behavior	<ul style="list-style-type: none"> <li>• Exposure to aggression / violence in the home Bullying, threatening, or intimidating others Quick to anger</li> <li>• Violence against others</li> </ul>	Observation, interview, or self-report Office Disciplinary Referrals Assessments: <ul style="list-style-type: none"> <li>• <i>Bullying &amp; Victimization Scales</i> (Hamburger, Basile, &amp; Vivolo, 2011)</li> <li>• <i>Child Behavior Checklist</i> (Achenbach, 1992)</li> <li>• <i>Social Skills Improvement System</i> (Gresham &amp; Elliott 2008)</li> <li>• <i>Behavior Assessment System for Children</i> (Reynolds &amp; Kamphaus, 2015)</li> </ul>
School Engagement and Attitude	<ul style="list-style-type: none"> <li>• Learning disabilities</li> <li>• Emotional disabilities</li> <li>• Truancy</li> <li>• Poor academic performance/grades</li> <li>• Increase in behavioral referrals</li> <li>• Suspension or expulsion</li> <li>• Negative attitude towards school</li> </ul>	Observation, interview, or self-report Assessment Attendance data Grades Office Disciplinary Referrals Assessments: <ul style="list-style-type: none"> <li>• <i>Classroom Climate Scale</i> (Multisite Violence Prevention Project, 2004)</li> <li>• <i>Antisocial Beliefs and Attitudes Scale</i> (Butler, Leschied, &amp; Fearon, 2007)</li> </ul>

<h2 style="text-align: center;">Recommendation 2</h2> <h3 style="text-align: center;">Identify Youth At-Risk for Juvenile Justice Trajectory <small>(Mathur, in press)</small></h3>		
Area	Early Warning Signs	Method of Measurement
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Decrease in extracurricular involvement or activities</li> </ul>	Observation interview, or self-report Assessment: <ul style="list-style-type: none"> <li>• <i>Prosocial Involvement, Opportunities and Rewards</i> (Arthur, Hawkins, Pollard, Catalano &amp; Baglioni, 2002)</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>• Impulsivity</li> <li>• Engaging in high risk behaviors</li> </ul>	Observation Interview, or self-report Assessments: <ul style="list-style-type: none"> <li>• <i>The Adolescent Self-Regulatory Inventory</i> (Moilanen, 2007)</li> <li>• <i>Social Skills Improvement System</i> (Gresham &amp; Elliott, 2008)</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Lack of strong parental involvement</li> <li>• Affiliations with negative peers</li> <li>• Lack of socialization with pro-social peers</li> </ul>	Observation Interview, or self-report Assessments: <ul style="list-style-type: none"> <li>• <i>Flourishing Families Survey</i> (Lippman, Guzman, &amp; Moore, 2012)</li> </ul>
Neglect, Maltreatment, or Trauma	<ul style="list-style-type: none"> <li>• Exposure to adverse childhood experiences</li> </ul>	Observation Interview, or self-report Assessment: <i>Adverse Childhood Experiences (ACEs) Questionnaire</i> (Felitti et al., 1998)



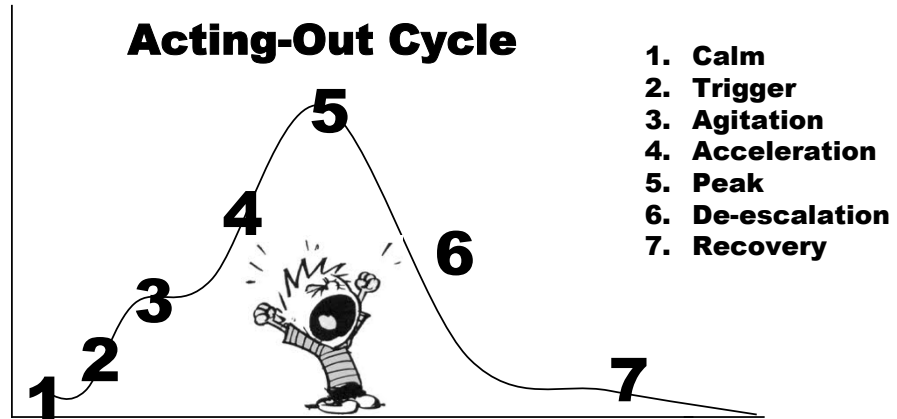
## **Recommendation 3 Increase Training for Teachers & SROs**

- **Behavior Management**
- **Child development**
- **Disability awareness**
- **Communication techniques**

## **Increase Educator, Administrator, & SRO Training in Managing Student Behavior**

- **What are the actions of adults that contribute to student behavioral escalation?**
- **Small behaviors escalate into larger ones if not dealt with correctly**
- **Adults are often part of the acting-out cycle for students**
  - **Adult actions can prevent a cycle, break a cycle early, or escalate behavior.**
- **Effective behavior management is heavily dependent on teacher's ability to analyze student behavior in a given manner and intervene effectively**

## Teach Staff to Recognize the Cycle of Aggression



Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates.

## How to Intervene with Aggressive Behavior

Student Stage	Student Stage
1. Calm	1. Enjoy it while it lasts!
2. Trigger	2. Notice What Precipitates the Problem
3. Agitation	3. "Listen" to the Problem
4. Acceleration	4. Clearly Set Limits
5. Peak	5. Allow the Child to Vent; Remove the Audience
6. De-escalation	6. Take a Deep Breath
7. Recovery	7. Problem Solve with the Student and Any Staff



## Training Programs that Provide De-escalation Training

17 Crisis Intervention Training Programs	Organization Name	Website
Calm Every Storm, Crisis Intervention Training	Crisis Consultant Group, LLC.	crisisconsultantgroup.com
Management of Aggressive Behavior (MOAB)	MOAB Training International, Inc.	moabtraining.com
Nonviolent Crisis Intervention® Program	Crisis Prevention Institute	crisisprevention.com
Oregon Intervention System (OIS)	Alternative Service, Inc. - Oregon	ois.asioregon.org
PMT	PMT Associates, Inc.	pmtassociates.net
Pro-ACT®	Pro-ACT, Inc.	proacttraining.com
Professional Crisis Management	Professional Crisis Management Association	pcma.com
Response	Response Training Program LLC	responsetrainings.com
Right Response	Service Alternatives Training Institute	rightresponse.org
Safe and Positive Approaches®	Devereux	devereux.org
Safe Crisis Management	JKM Training Incorporated	jkmtraining.com
Safe Prevention Principle and Techniques	JIREH Training and Consulting LLC	jirehtraining.com
Safety-Care	QBS, Inc.	qbscompanies.com
Satori Alternatives to Managing Aggression (SAMA)	Satori Learning Designs, Inc.	mandtsystem.com
The Mandt System	The Mandt System, Inc.	mandtsystem.com
Therapeutic Aggression Control Techniques (TACT2)	SBP Consulting, Inc.	tact2.com
Therapeutic Crisis Intervention (TCI)	Residential Child Care Project, Cornell Univ.	rccp.cornell.edu/tcmainpage.html

## De-escalation Training Programs Vary

Training Program Name	Total Basic Training Time	General Information/Definitions %	Dangers & Risks %	Crisis De-escalation %	Restraint Procedures %	Monitoring Procedures %	Debriefing & Follow-up %	Seclusion %	Other %	Total %
Calm Every Storm	16 hrs	5	5	55	15	5	5	5	5	100
MOAB	6-8 hrs	20	15	20	20	10	5	5	5	100
Nonviolent Crisis Intervention® program	14 hrs	20	5	35	25	5	10	0	0	100
OIS	12 hrs	15	10	25	15	2	2	2	29	100
PMT	8 hrs	15	10	40	20	5	5	5	0	100
Pro-ACT®	20 hrs	5	4	60	8	7.5	7.5	3	5	100
Professional Crisis Management	14 hrs	10	5	30	50	0	5	0	0	100
Response	12 hrs	4	6	58	12	4	4	0	12	100
RIGHT RESPONSE	5-14 hrs	2	2	31	30	5	5	0	25	100
Safe & Positive Approaches®	14 hrs	5	7	34	18	3.5	3.5	0	29	100
Safe Crisis Management	18 hrs	5	5	45	30	5	10	0	0	100
Safe Prevention Principles and Techniques	16-20 hrs	10	12	38	15	5	15	5	0	100
Safety-Care	12 hrs	5	5	25	20	5	5	0	35	100
SAMA	16 hrs	1	2	40	20	1	1	0	35	100
The Mandt System®	19 hrs	7	8	58	12	7	7	1	0	100
TACT2	18-20 hrs	10	2.5	50	30	2.5	2.5	2.5	0	100
TCI	28-32 hrs	5	5	50	25	5	10	0	0	100

## School Administrators should Understand Level of Permissible Force (3 Prong Test)

- *Freeman v. Gore (2007)* provides law enforcement officers the authority to use force to accomplish lawful objectives, such as detention and arrest.
- However, the level of permissible force that can be used was established through Supreme Court ruling *Graham v. Connor (1989)*.
- Graham case established 3-prong test which mandates law enforcement officers take into account
  1. Severity of the crime committed
  2. Level of threat to the safety of the public or officer
  3. Level of resistance or attempt to escape

## SRO Training Resources

SRO Training Programs	World Wide Web Link
NASRO	<a href="https://nasro.org/training/nasro-training-courses/">https://nasro.org/training/nasro-training-courses/</a>
COPS Fact Sheet	<a href="https://cops.usdoj.gov/pdf/2014_CHP-SRO-FactSheet3_092613.pdf">https://cops.usdoj.gov/pdf/2014_CHP-SRO-FactSheet3_092613.pdf</a>
TN Dept. of Ed. Recommended Standards for Eligibility, Qualifications and Training of School Resource Officers	<a href="https://www.tn.gov/content/dam/tn/education/safety/safe_sch/safe_sch_sro_standards.pdf">https://www.tn.gov/content/dam/tn/education/safety/safe_sch/safe_sch_sro_standards.pdf</a>
SC Criminal Justice Academy	<a href="http://ftpcontent4.worldnow.com/wmbf/pdf/SRO%20Syllabus%202015.pdf">http://ftpcontent4.worldnow.com/wmbf/pdf/SRO%20Syllabus%202015.pdf</a> <a href="http://sccja.sc.gov/Pages/default.aspx">http://sccja.sc.gov/Pages/default.aspx</a> <a href="http://ftpcontent4.worldnow.com/wmbf/pdf/Training%20Courses%20NASRO.pdf">http://ftpcontent4.worldnow.com/wmbf/pdf/Training%20Courses%20NASRO.pdf</a>

- **Richland County, SC**
  - **High school girl seated in her desk was physically assaulted by SRO for being noncompliant, and refusing to give up her cell phone (Ford, Bothelo, & Conlon, 2015).**

## Additional Resources

Data-Drive Evaluation	World Wide Web Link
The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System	<a href="https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf">https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf</a>
PA DOE	<a href="http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Safe%20Schools%20Targeted%20Grants/2017-2018/2017-2018%20Safe%20Schools%20Initiative%20-%20Municipality%20SRO%20-%20RFA.pdf">http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Safe%20Schools%20Targeted%20Grants/2017-2018/2017-2018%20Safe%20Schools%20Initiative%20-%20Municipality%20SRO%20-%20RFA.pdf</a>
WV PRO Program	<a href="http://djcs.wv.gov/grant-programs/pro/Documents/PRO%20Guidelines%2017-18.pdf">http://djcs.wv.gov/grant-programs/pro/Documents/PRO%20Guidelines%2017-18.pdf</a> <a href="http://www.wvcpd.org/images/schoolprobroschuresmall.pdf">http://www.wvcpd.org/images/schoolprobroschuresmall.pdf</a>
WI DPI School Resource Officers: The Use of School Resource Officers	<a href="https://dpi.wi.gov/sspw/safe-schools/school-resource-officers">https://dpi.wi.gov/sspw/safe-schools/school-resource-officers</a> <a href="https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/srobestractices.pdf">https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/srobestractices.pdf</a>
General Resources	World Wide Web Link
2016 US DOE Dear Colleague Letter Role of SROs in PK-12 Schools	<a href="https://www2.ed.gov/policy/gen/guid/school-discipline/files/ed-letter-on-sros-in-schools-sept-8-2016.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/files/ed-letter-on-sros-in-schools-sept-8-2016.pdf</a>
US DOE/DOJ SECURE Implementation Rubrics	<a href="https://www2.ed.gov/documents/press-releases/secure-policy.pdf">https://www2.ed.gov/documents/press-releases/secure-policy.pdf</a> <a href="https://www2.ed.gov/documents/press-releases/secure-implementation.pdf">https://www2.ed.gov/documents/press-releases/secure-implementation.pdf</a>
US DOE School Climate and Discipline	<a href="https://www2.ed.gov/policy/gen/guid/school-discipline/index.html">https://www2.ed.gov/policy/gen/guid/school-discipline/index.html</a>
National Center on Safe Supportive Learning Environments	<a href="https://safesupportivelearning.ed.gov/">https://safesupportivelearning.ed.gov/</a>

## References

- Bracy, N. L. (2010). Circumventing the law: Students' rights in schools with police. *Journal of Contemporary Criminal Justice*, 26(3), 294-315.
- Finn, P., Shively, M., McDevitt, J., Lassier, W. & Rich, T. (2005). Comparison of Program Activities and Lessons Learned among 19 School Resource Officer (SRO) Programs (Doc No. 209272). Washington DC: Retrieved from <https://ncjrs.gov/pdffiles1/nij/grants/20927.pdf>
- Ford, D., Bothelo, G. & Conlon, K. (2015). Spring Valley high school officer suspended after violent classroom arrest. *Cable News Network*. Retrieved from <http://www.cnn.com/2015/10/27/us/south-carolina-school-arrest-video/>
- Gagnon, J. C., & Barber, B. R. (2014). Instructional practice guide for teaching reading and mathematics in juvenile correctional schools. *Journal of Correctional Education*, 65(3), 5-23.
- *Graham v. Connor*, 490 U.S. 386 (1989)
- International Association of Chiefs of Police. (2011). *Juvenile justice training needs assessment: A survey of law enforcement*. Retrieved from <http://www.theiacp.org/juvenilejustice/2011NeedsAssessment>
- James, N., & McCallion, G. (2013). School resource officers: Law enforcement officers in schools. Congressional Research Service. Retrieved from <https://www.fas.org/sqp/crs/misc/R43126.pdf>
- Johnson, I. (1999). School violence: The effectiveness of a school resource officer program in a Southern city. *Journal of Criminal Justice*, 27(2), 173-192.
- Justice Policy Institute. (2011). *Education under arrest: The case against police in schools*. Retrieved from <http://www.justicepolicy.org/research/3177>
- Korzenborn, C. & Sumner, K. (2015). Complaint for Damages and Declaratory and Injunctive Relief and Jury Demand. U.S. District Court for the Eastern District of Kentucky Northern Division at Covington.
- Mukherjee, E. (2007). *Criminalizing the classroom: The over-policing of New York City schools*. New York: New York Civil Liberties Union.

## References

- National Council of Juvenile & Family Court Judges (2017). *Judicially Led Responses to the School Pathways to the Juvenile Justice System Project*. Retrieved [www.ncjfcj.org](http://www.ncjfcj.org)
- National Collaborative on Workforce and Disability (2015). Youth Involved in the Juvenile Corrections System. Retrieved July 28, 2016, from <http://www.ncwd-youth.info/youthin-juvenile-corrections>
- Quinn, M. M., Rutherford, R. B., Leone, P. E., Osher, D. M., & Poirier, J. M. (2005). Youth with disabilities in juvenile corrections: A national survey. *Exceptional Children*, 71, 339-345.
- Ryan, J.B., Katsiyannis, A., Counts, J. & Shelnut, J. (2017). The Growing Concerns Regarding School Resource Officers. *Intervention in School and Clinic*, 1-5.
- Strategies for Youth. (2013). *If not now, when? A survey of juvenile just training in Americas police academies*. Retrieved from <http://www.strategiesforyouth.org>.
- Samah, A. (2015, October 31). Black and Latino students say they see harsh treatment from school officers, who are growing in number. *Buzzfeed*. Retrieved from <http://www.buzzfeed.com/albertsamaha/black-and-latino-students-say-they-see-harsh-treatment-from> S. R. & L. G. v. Kenton County Sheriff's Office,
- Teske, S. (2017). Developing a Memorandum of Understanding for School-Justice Partnerships. School-Justice Partnership: National Resource Center.
- United States. Department of Education Office for Civil Rights. (2014, March). *Civil rights data collection data snapshot: School discipline* (Issue Brief No. 1). Washington DC: Author
- United States Department of Justice. (2013). COPS Fact Sheet: Memorandum of Understanding for FY 2013 School-Based Partnerships. Retrieved from [http://www.cops.usdoj.gov/pdf/2013\\_MOU-FactSheet\\_v2\\_091613.pdf](http://www.cops.usdoj.gov/pdf/2013_MOU-FactSheet_v2_091613.pdf)