

SOUTHWESTERN VOCATIONAL COLLEGE

CAMPUS SECURITY TRAINING MANUAL



Training Location:

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With the passage of SB 1626 in 1998, state law will soon require security guards in Kindergarten through 12th school districts or California community college districts to complete a course of training developed by the State of California's Department of Consumer Affairs Bureau of Security and Investigative Services, (B.S.I.S.). The new law takes effect July 1, 2000, and effects guards working on school property for more than 20 hours per week. The new training requirement affects only guards employed pursuant to a contract between a K-12 school district or California community college district and a private patrol operator.

The following syllabus outlines the new course of training.

TOPICAL OUTLINE

1. Role and Responsibility of School Security Officer, 4 Hours
2. Laws and Liability, 8 Hours
3. Security Awareness in the Educational Environment, 3 Hours
4. Mediation/Conflict Resolution, 4 Hours
5. Disasters and Emergencies, 1 Hours
6. Dynamics of Student Behavior, 3 Hours
7. Examination, 1 Hours

Total Hours - 24

Note: Safe School Plan is referenced throughout this outline as it relates to the material being covered in the specific topic.

LEARNING GOALS AND EXPANDED COURSE OUTLINE

1. Role and Responsibility of School Security Officers (4 hours)

Learning Objectives:

- The student will be provided with an understanding of the history and development of Campus Security.
- The student will be provided with an understanding of the School Security Officer's authority both on and off duty.
- The student will be provided with knowledge of the School Security Officer's responsibilities in the educational environment.
- The student will be provided with knowledge of the School Security Officer's professional image, and school structure and organization as they relate to campus personnel, ancillary groups and constituent groups.

A. History and Development of School Security (SB 1626)

1. Prevent, Observe and Report
2. Role of School Security Officers
3. Relationship to Local Law Enforcement

4. Apprehension vs. Prevention
- B. Right to Safe Schools - California Constitution Article I, Section 28(c)
- C. Legal Authority
 1. P.C. 830.32 A & B, SB 1626
 2. E.C. 38000 - 72330
 3. Jurisdictional limits on and off campus
 4. Local policies and procedures
- D. Responsibility in Learning Environment
 1. Student as #1 client
 - a. Service Concept
 - b. Support Learning Environment
 2. Mandatory Plans
 - a. Safe School Plans
 - I) E.C. 35294
 - II) 20 USC 1092
 - b. Crime Reporting
 - I) P.C. 628
 - II) E.C. 67380
 - c. Kristin Smart Campus Safety Act (13 & 14)
 - I) E.C. 67381
- E. Structure and Organization of Schools
 1. Funding
 - a. ADA
 - b. FTES
 2. Table of Organization
 3. Administrative Roles
 - a. Board of Trustees
 - b. Superintendent
 - c. Principals - Functional Supervision
 - d. Vice Principals - Deans
 - e. Faculty
 - f. Classified Staff
 4. Ancillary Groups
 - a. PTSA / PTA / PTO / Etc.
 - b. Student Groups
 - c. Site Councils
 - d. Booster Clubs
 - e. Shared Governance Groups
 - f. Labor Unions
 - g. Foundations
 - h. Advisory Groups

F. Intra / Inter Relations With Constituent Groups

1. Positive Contacts/Role Model

- a. Mentoring (to students)
- b. Ethical Behavior / Officer Conduct
 - I) On duty
 - II) Off duty
- c. Sensitivity to Campus Issues
 - I) Responsibility of Site Administrator to Manage Facility
 - II) Relationship to Faculty
 - III) Relationship to other support personnel
 - IV) Confidential issues different for SB 1626
 - a. Students
 - b. Staff

2. Laws and Liability (8 hours)

Learning Objectives:

- The student will be provided with an understanding of the circumstances under which searches and seizures can be made by school security officers in the educational environment.
- The student will be provided with an understanding of the concept of In Loco Parentis and Parens Patria.
- The student will be provided with an understanding of the student discipline process.
- The student will be provided with an understanding of the role of the different stakeholders in the legal process in the school environment.
- The student will be provided with an understanding of crimes as they relate to on-campus violations.
- The student will be provided with the ability to recognize when a violation has occurred, identify the crime by its common name, and classify them as misdemeanors or felonies.
- The student will be provided with knowledge of the types of incidences that will come to their attention that will require a report to be filed.
- The students will be provided with an understanding of the liability issues, both on and off campus, that are inherent in the school environment.
- The student will be provided with an understanding of privacy issues as they relate to student records.

A. Search and Seizure

1. Consensual Encounters, Detentions and Arrests

- a. Reasonable Suspicion and Probable Cause
 - I) TLO v. New Jersey

- II) In Re: Joseph G
 - III) In Re: Latosha W
 - b. School officials (non-sworn) not held to the same standard as peace officers
 - I) Certificated
 - II) Classified
 - III) Security Guards
 - c. P.C. 243.5
 - d. E.C. 44807 - 49001 + Use of Force by School Administrators
 - e. E.C. 48264 - Arrest of Truants
 - 2. Searches
 - a. P.C. 626.11 - Community College Searches
 - b. E.C. 49331 - Removing Injurious Objects - (Defined in E.C. 49330)
 - c. Reasonable Suspicion v. Probable Cause Standard
 - d. E.C. 49050 - Prohibited Searches
- B. Conduct on Campus
 - 1. In Loco Parentis - Parens Patria
 - 2. Trespass - Safe School Zone
 - a. P.C. 626 et al
 - b. P.C. 627
 - I) Registration
 - c. P.C. 602j
 - d. P.C. 653G
 - 3. Disturbances
 - a. E.C. 32211 - Interference with Classes (K-12)
 - b. P.C. 647b - Loitering about adult schools
 - c. P.C. 626.7 (K-12)
 - d. P.C. 602.10 - Disruptive Presence
 - e. P.C. 626.8 - Disruptive Presence
 - f. P.C. 415/415.5 - Fighting - Citations/Arrest
 - g. P.C. 308b - Smoking
 - 4. Student Discipline
 - a. Expulsion/Suspension
 - I) E.C. 48900 A-O
 - II) E.C. 76033
 - III) E.C. 48900.2 and E.C. 212 - Sexual harassment
 - IV) E.C. 48900.3 - Hate Crimes
 - V) E.C. 33032.5 - Hate Crimes Definition
 - VI) E.C. 48900.4 - Harassment, Threats or Intimidation
 - VII) E.C. 48900.5 - Special Education
 - b. E.C. 48915 - Mandatory Expulsion

- c. E.C. 48901.5 - Electronic Equipment - Pagers
 - d. Attendance
 - I) Truancy - E.C. 48264
 - II) Student Attendance Review Board (SARB) - E.C. 48291
 - 5. The Discipline Process
 - a. K-12
 - b. Community College
 - 6. Legal Process
 - a. Role of Administrator
 - b. Role of Police
 - c. Role of Board of Trustees
 - d. Role of Hearing Panel
 - 7. Student Rights
- C. Crimes Against Persons
 - 1. Threats
 - a. P.C. 69/71
 - b. P.C. 422
 - 2. Assaults - Battery
 - a. P.C. 646.9 - Stalking
 - b. E.C. 87708 - Abuse of Instructor - Community College
 - c. P.C. 241.2,3,4, and 6 - Assault on School Officials.
P.C. 243.2,3,5, and 6 - Battery on School Officials
 - d. P.C. 243.4 - Sexual Battery
 - e. P.C. 245, etc. - Assault with a Deadly Weapon on School Officials
 - 3. TRO's, Stay-away Orders, Abduction Issues
 - a. P.C. 277 - Child Abduction
 - b. P.C. 272 - Contributing
 - c. P.C. 647.6 - Hate Crimes
 - d. Domestic Violence
 - e. Missing Persons
- D. Crime Against Property
 - 1. E.C. 48905 - Destruction of Employee Property
 - 2. P.C. 594, 594.2, 594.3
 - 3. P.C. 469 Keys - Duplication
 - 4. E.C. 19911 - Destruction of Library Property
 - 5. P.C. 502 - Computer Crimes
- E. Weapons
 - 1. P.C. 626.9 - Gun Free School Zone
 - 2. P.C. 626.95 - Firearms on Playgrounds

3. P.C. 626.10 - Other Weapons
 4. Injurious Objects
 5. Attorney General Opinion 96-906 - Definition of Possession
- F. Mandatory Reporting
1. Child Abuse
 - a. Reporting
 - b. Recognition
 - c. Campus Procedures
 - d. Removal of Child by Peace Officer - E.C. 18906
 - e. K-12 police not authorized for Law Enforcement Notification
 2. Reporting Assaults
 - a. E.C. 87014 - Community Colleges
 - b. E.C. 44014 - Against Employees
 - c. E.C. 48902 - Suspended Students
 - d. E.C. 76035 - Community Colleges
 3. District Reporting Procedures
- G. Liability
1. Off campus
 2. On campus
 - a. San Francisco v. Peterson
 3. E.C. 48900: K-12 - Student conduct off campus (portal to portal)
 4. E.C. 44808 - Liability of students off campus

3. Security Awareness in the Educational Environment (3 hours)

Learning Objectives:

The student will be provided with an understanding of the unique circumstances that exist in a school environment that require an added awareness of:

- Potential of dangerous situations
- Trespassers - Visitor control
- Time frame for more potential for problems (break, lunch, after school, etc.)

The student will be provided with an understanding of the tools available for handling potentially dangerous situations on and around the campus.

The student will be provided with the skills and ability to contact and assist in response to medical emergencies.

- A. Weapons on Campus - responses
1. Officer and Administrative Responsibilities
 2. Tactical considerations and options unique to campus environment

- B. Trespasser(s)
 - 1. Risk analysis and perimeter control
 - 2. Visitor control issues
 - 3. Signage, documentation, and site procedures
 - 4. Support of other campus personnel and the community
- C. Potential danger situations in the:
 - 1. Classroom
 - 2. Cafeteria
 - 3. Sporting events
 - 4. Other identified locations
- D. Crowd and Event Management
 - 1. Planning
 - 2. Dismissal, breaks and lunches
 - 3. Special events
- E. Crime Scenes
 - 1. Special campus considerations
 - 2. Crowd control
 - 3. Jurisdictional considerations
 - 4. Kristin Smart Campus Safety Act
 - 5. Local agency MOU's

4. Mediation/Conflict Resolution (4 hours) - State Class Somewhere

Learning Objectives:

The student will understand the importance and techniques for utilizing Mediation/Conflict Resolution skills.

- A. Communication Skills
 - 1. Approachability
 - 2. Professional Contact/Vocabulary
 - a. Demeanor
- B. Mediation Model(s)
- C. Learning Activities
- D. Critiquing Activities

5. Disasters and Emergencies (1 hour)

Learning Objectives:

The student will understand the District's responsibilities for managing disasters and emergencies.

- A. Campus Disasters
 - 1. FEMA/OES
 - 2. 2SEMS

3. ICS
 4. California Safe Schools Plan
- B. Mutual Aid
- C. District Involvement

6. Dynamics of Student Behavior (3 hours)

Learning Objectives:

Ability to recognize the major personality disorders that are responsible for potential violent outbreaks.

Will have an understanding of the specific education process as it relates to discipline of special education students.

- A. Mental Health & Development (Adolescent)
 1. Peer Group Influence, Etc., inclusive
 2. Substance Abuse - Student and Family
 3. Defiance
 4. Dysfunctional Families
 5. Cultural Differences
 6. Special Education
- B. Dynamics of the Gang
 1. Interventions - Officer
 2. Informal Leaders
 3. Mediation
 4. Social, Economic Status - Community Norms
- C. Referral Agencies

7. Examination (1 hour)

This examination will be a product of the training institution. The purpose being to assure that the student has a basic understanding and awareness of security involving youth in a school environment.

Executive Summary

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Henry 2000).

Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators. This is the aim of *Indicators of School Crime and Safety*.

This report is the tenth in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals. Such sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES. The most recent data collection for each indicator varied by survey, from 2003–04 to 2005–06. Each data source has an independent sample design, data collection method, and questionnaire design or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level. In 2005, the final response rate for students age 12 to 18 for the School Crime Supplement (56 percent), fell below the NCES statistical standards; therefore, interpret the 2005 data from Indicators 3, 8, 10, 11, 17, 18, and 21 with caution. Additional information about methodology and the datasets analyzed in this report may be found in appendix A (178 KB).

This report covers topics such as victimization, fights, bullying, classroom disorder, weapons, student perceptions of school safety, teacher injury, and availability and student use of drugs and alcohol. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur outside of school grounds are offered as a point of comparison where available.

Key Findings

In the 2005–06 school year, an estimated 54.8 million students were enrolled in prekindergarten through grade 12 (U.S. Department of Education 2007). Preliminary data show that among youth ages 5–18, there were 17 school-associated violent deaths from July 1, 2005, through June 30, 2006 (14 homicides and 3 suicides) (Indicator 1). In

2005, among students ages 12–18, there were about 1.5 million victims of nonfatal crimes at school, including 868,100 thefts and 628,200 violent crimes (simple assault and serious violent crime) (Indicator 2). There is some evidence that student safety has improved. The victimization rate of students ages 12–18 at school declined between 1992 and 2005 (Indicator 2). However, violence, theft, drugs, and weapons continue to pose problems in schools. During the 2005–06 school year, 86 percent of public schools reported that at least one violent crime, theft, or other crime occurred at their school (Indicator 6). In 2005, 8 percent of students in grades 9–12 reported being threatened or injured with a weapon in the previous 12 months, and 25 percent reported that drugs were made available to them on school property (Indicators 4 and 9). In the same year, 28 percent of students ages 12–18 reported having been bullied at school during the previous 6 months (Indicator 11). The following section presents key findings from each section of the report.

Violent Deaths

From July 1, 2005, through June 30, 2006, there were 14 homicides and 3 suicides of school-age youth (ages 5–18) at school (Indicator 1), or about 1 homicide or suicide of a school-age youth at school per 3.2 million students enrolled during the 2005–06 school year.

Nonfatal Student and Teacher Victimization

In 2005, students ages 12–18 were victims of about 1.5 million nonfatal crimes at school, including thefts and violent crimes (Indicator 2).

Students ages 12–18 were generally more likely to be victims of theft at school than away from school (Indicator 2). In 2005, 33 thefts per 1,000 students occurred at school and 23 thefts per 1,000 students occurred away from school.

In 2005, 4 percent of students ages 12–18 reported being victimized at school during the previous 6 months: 3 percent reported theft, and 1 percent reported violent victimization (Indicator 3). Less than half of a percent of students reported serious violent victimization.

Between 2003 and 2005, the percentage of students ages 12–18 reporting victimization declined (from 5 to 4 percent), as did the percentage reporting theft (from 4 to 3 percent); there were no measurable changes in the percentages reporting violent and serious violent crime during the same period (Indicator 3).

In 2005, 10 percent of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the past year, compared to 6 percent of female students (Indicator 4).

Hispanic students were more likely than White students to report being threatened or injured with a weapon on school property in 2005 (10 vs. 7 percent) (Indicator 4). However, no measurable differences were found in the percentages of Black and White students, or Black and Hispanic students who reported being threatened or injured in this way.

In the 2003–04 school year, a greater percentage of teachers in city schools reported being threatened with injury or physically attacked in 2003–04 than teachers in suburban, town, or rural schools (Indicator 5). For example, in 2003–04, 10 percent of teachers in city schools were threatened with injury by students, compared to 6 percent of teachers in suburban schools, 5 percent of teachers in town schools, and 5 percent of teachers in rural schools.

A greater percentage of secondary school teachers (8 percent) reported being threatened with injury by a student than elementary school teachers (6 percent) (Indicator 5). However, a greater percentage of elementary school teachers (4 percent) reported having been physically attacked than secondary school teachers (2 percent).

A greater percentage of public than private school teachers reported being threatened with injury (7 vs. 2 percent) or physically attacked (4 vs. 2 percent) by students in school (Indicator 5). Among teachers in city schools, those in public schools were at least five times more likely to be threatened with injury than their colleagues in private schools (12 vs. 2 percent) and at least four times more likely to be physically attacked (5 vs. 1 percent).

School Environment

In 2005–06, 86 percent of public schools reported one or more serious violent incidents, violent incidents, thefts of items valued at \$10 or greater, or other crimes had occurred at their school, amounting to an estimated 2.2 million crimes (Indicator 6). This figure translates into a rate of 46 crimes per 1,000 students enrolled in 2005–06.

The percentage of public schools experiencing incidents of crime was lower in 2005–06 than in 2003–04 (Indicator 6). However, the percentage of schools experiencing crimes in 2005–06 was not measurably different from the percentage of schools experiencing crimes in 1999–2000.

In 2005–06, 24 percent of public schools reported that student bullying was a daily or weekly problem (Indicator 7). With regard to other discipline problems occurring at least once a week, 18 percent of public school principals reported student acts of disrespect for teachers, 9 percent reported student verbal abuse of teachers, 3 percent reported daily or weekly occurrences of racial/ethnic tensions among students, and 2 percent reported widespread disorder in classrooms. With regard to other discipline problems occurring at least once per school year, 17 percent of principals reported undesirable gang activities and 4 percent reported undesirable cult or extremist activities during 2005–06.

In 2005–06, a higher percentage of middle schools than primary schools reported various types of discipline problems (Indicator 7). Also, a higher percentage of middle schools than high schools reported daily or weekly occurrences of student bullying and student sexual harassment of other students.

In 2005, 24 percent of students ages 12–18 reported that there were gangs at their schools (Indicator 8). Students in urban schools (36 percent) were more likely to report the presence of gangs at their school than suburban students (21 percent) and rural students (16 percent).

The percentage of students reporting the presence of gangs increased from 21 to 24 percent between 2003 and 2005 (Indicator 8). The percentage of students at urban schools reporting the presence of gangs at school increased from 31 to 36 percent during this period.

In 2005, one-quarter of all students in grades 9–12 reported that someone had offered, sold, or given them an illegal drug on school property in the past 12 months (Indicator 9).

Eleven percent of students ages 12–18 reported that someone at school had used hate-related words against them, and more than one-third (38 percent) reported seeing hate-related graffiti at school in 2005 (Indicator 10).

In 2005, 28 percent of students ages 12–18 reported having been bullied at school during the previous 6 months (Indicator 11). Of these students, 53 percent said that the bullying had happened once or twice during that period, 25 percent had experienced bullying once or twice a month, 11 percent reported having been bullied once or twice a week, and 8 percent said they had been bullied almost daily.

Of those students who reported bullying incidents that involved being pushed, shoved, tripped, or spit on (9 percent), 24 percent reported that they had sustained an injury during the previous 6 months as a result (Indicator 11). While no measurable differences were found by sex in students' likelihood of reporting a bullying incident in 2005, among students who reported being bullied, males were more likely than females to report being injured during such an incident (31 vs. 18 percent).

In 2003–04, 35 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching and 31 percent reported that student tardiness and class cutting interfered with their teaching (Indicator 12). Seventy-two percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 88 percent reported that the principal enforced the school rules in 2003–04.

A higher percentage of elementary school teachers than secondary school teachers agreed that school rules were enforced by teachers in their school, even for students not in their class (Indicator 12). In 2003–04, 79 percent of elementary teachers reported that school rules were enforced by other teachers, compared to 56 percent of secondary teachers.

Fights, Weapons, and Illegal Substances

In 2005, 36 percent of students in grades 9–12 reported they had been in a fight anywhere, and 14 percent said they had been in a fight on school property during the previous 12 months (Indicator 13). In the same year, 43 percent of males said they had been in a fight anywhere, compared to 28 percent of females, and 18 percent of males said they had been in a fight on school property, compared to 9 percent of females.

Nineteen percent of students in grades 9–12 in 2005 reported they had carried a weapon anywhere, and 6 percent reported they had carried a weapon on school property during the previous 30 days (Indicator 14). Males were more than two times more likely than females to carry a weapon—either anywhere or on school property—in all survey years. In 2005, for example, 10 percent of males carried a weapon on school

property, compared to 3 percent of females, and 30 percent of males carried a weapon anywhere, compared to 7 percent of females.

In 2005, 43 percent of students in grades 9–12 reported having consumed at least one drink of alcohol anywhere, and 4 percent reported having consumed at least one drink on school property during the previous 30 days (Indicator 15). Hispanic students (8 percent) were more likely to report using alcohol on school property than White, Black, or Asian students (4, 3, and 1 percent, respectively).

Twenty percent of students in grades 9–12 in 2005 reported using marijuana anywhere during the past 30 days, and 5 percent reported using marijuana on school property during this period (Indicator 16). At school, Hispanic students (8 percent) and American Indian students (9 percent) were more likely to report using marijuana than White or Black students (4 and 5 percent, respectively).

Fear and Avoidance

In 2005, approximately 6 percent of students ages 12–18 reported that they were afraid of attack or harm at school, and 5 percent reported that they were afraid of attack or harm away from school (Indicator 17). The percentage of students who reported that they were afraid of being attacked at school (including on the way to and from school) decreased from 12 to 6 percent between 1995 and 2005.

Black and Hispanic students were more likely than White students to fear for their safety regardless of location in 2005 (Indicator 17). Nine percent of Black students and 10 percent of Hispanic students reported that they were afraid of being attacked at school (including on the way to and from school), compared to 4 percent of White students. Away from school, 7 percent of Black students, 6 percent of Hispanic students, and 4 percent of White students reported that they were afraid of an attack.

In 2005, 6 percent of students ages 12–18 reported that they had avoided a school activity or one or more places in school in the previous 6 months because of fear of attack or harm: 2 percent of students avoided a school activity, and 4 percent avoided one or more places in school (Indicator 18). Consistent with most previous years, students in urban areas in 2005 were the most likely to avoid places in school: 6 percent of urban students reported that they had done so, compared to 4 percent of suburban and rural students.

Discipline, Safety, and Security Measures

Forty-eight percent of public schools reported taking at least one serious disciplinary action against a student—including suspensions lasting 5 days or more, removals with no services (i.e., expulsions), and transfers to specialized schools—for specific offenses during the 2005–06 school year (Indicator 19). Of those serious disciplinary actions, 74 percent were suspensions for 5 days or more, 5 percent were expulsions, and 20 percent were transfers to specialized schools.

The largest percentage of schools that reported taking a disciplinary action in 2005–06 did so in response to a physical attack or fight: 32 percent of schools reported taking a serious disciplinary action for physical attacks or fights (Indicator 19).

In the 2005–06 school year, 5 percent of public schools reported performing drug testing on athletes and 3 percent reported doing so for students in other extracurricular activities (Indicator 20). A higher percentage of public high schools than middle or primary schools reported performing drug tests on students: 13 percent of high schools reported performing drug tests on athletes, compared to 7 percent of middle schools and 1 percent of primary schools.

The vast majority of students ages 12–18 reported that their school had a student code of conduct (95 percent) and a requirement that visitors sign in (93 percent) in 2005 (Indicator 21). Metal detectors were the least commonly observed security measure, with 11 percent of students reporting their use at their school.

School Violence Fact Sheet

Introduction:

The vast majority of schools in the United States are safe places, and in recent years they have become even safer. Safe schools are essential to young people's ability to learn and develop healthy relationships. The overall rates of violence in schools have fallen, and students feel safer in schools today than they have for several years. In fact, students are much less likely to come to harm at school than away from school. However, some schools do have serious crime and violence problems, and many students, teachers, and parents continue to have grave concerns about safety in schools. To address these concerns, Federal agencies are working together to address the problem of violence in schools.

Overview:

A great deal of media attention has been directed to school shootings in recent years. However, school-associated violent deaths remain rare events. In the 1998-99 school year, less than 2% of the murders of children and youth in the United States were school-related. A total of 38 school-related homicides occurred that school year, and 33 of those deaths were homicides of school-aged children and youth. School-associated student homicide rates have increased since the 1994-95 school year, however, due to a rise in multiple-victim homicides. School-related homicides are most likely to occur at the beginning of the fall and spring semesters.

While the media has focused on school shootings, school violence includes a range of activities, including assaults with or without weapons, physical fights, threats or destructive acts other than physical fights, bullying, hostile or threatening remarks between groups of students, and gang violence. The data about these types of violence present a mixed picture of school safety.

The rate of nonfatal violent crimes at school has declined from 48 per 1,000 students in 1992 to 33 per 1000 in 1999. The rate of serious school-related violent crime, including rape, sexual assault, robbery, and aggravated assault, has also generally declined over that time period. In 1999, seven out of every 1000 students were victims of serious violent crimes while at school or going to and from school.

Similarly, the percentage of students in grades 9 through 12 who have been threatened or injured with a weapon on school property has not changed significantly in recent years. About seven to eight percent of students continue to report being threatened or injured with a weapon on school property each year.

However, fewer students are carrying weapons to school. In 1993, 12% reported carrying a weapon to school during the previous month, while in 1999, only 7% did so.

Student involvement in physical fights on school property also declined in that time period, from 16% reporting a fight in the past year to 14%. Bullying continues to be a serious problem, particularly in middle-schools. In 1999, about 10 percent of students in

grades 6 and 7 reported being bullied, compared with about 5 percent of students in grades 8 and 9 and about 2 percent in grades 10 through 12.

School violence affects teachers as well as students. On average, in each year from 1995 to 1999, about 3 out of every 1,000 teachers were the victims of serious violent crime at school. Additionally, teachers face threats of violence and intimidation. In the 1993-94 school year, 12 percent of all teachers were threatened with injury by a student from their school, and 4 percent were physically attacked by a student.

As the levels of violence in our schools have declined or remained constant in recent years, many students have begun to feel safer. Between 1995 and 1999, the percentage of students 12 to 18 who avoided one or more places at school out of fear for their safety decreased from 9 to 5 percent. Students were also less likely to fear being attacked or harmed at school (a decrease from 9 percent in 1995 to 5 percent in 1999) or while traveling to and from school (a decrease from 7 percent in 1995 to 4 percent in 1999). Finally, the percentage of students who reported that street gangs, a major source of intimidation and violence, were present at their schools decreased from 29 percent in 1995 to 17 percent in 1999.

It is important, however, to note that some schools are safer than others. In 1996-97, 43 percent of public schools reported no violent crimes, and only 10 percent of all public schools reported one or more serious violent crimes. Elementary schools are much less likely than middle schools and high schools to report violent crimes, and schools in urban areas report more violent crime than those in suburban or rural areas. Additionally, larger schools are more likely than smaller schools to report criminal incidents.

While progress has been made in addressing the problem of violence in our schools, school violence does remain a problem in some schools, and many students and teachers do not feel safe. We can make our schools safer if we understand what leads to violence and the types of support that research has shown are effective in preventing violence and other troubling behaviors. Because school violence reflects the violence in our communities and neighborhoods, schools are most effective in confronting school violence when the community around them provides support. Many communities have been able to reduce school violence by developing comprehensive, integrated plans embracing key sectors of the community—the schools, social services, mental health providers, and law enforcement and juvenile justice authorities.

In order to assist schools in developing and carrying out violence prevention and response plans, the Departments of Education and Justice and the American Institutes for Research developed a report, "Safeguarding Our Children: An Action Guide." The report indicates that an effective school violence prevention plan must include three tiers.

1. Schools must build a school-wide foundation for all children. This involves: supporting positive discipline, academic success, and mental and emotional wellness through a caring school environment; teaching students appropriate behaviors and problem solving skills; positive

behavioral support; and appropriate academic instruction with engaging curricula and effective teaching practices.

2. Schools must identify students at risk for severe academic or behavioral difficulties early on and create services and supports that address risk factors and build protective factors for them. Approximately 10 to 15% of students exhibit problem behaviors indicating a need for such early intervention. It is important that staff be trained to recognize early warning signs and make appropriate referrals. Once students are identified, they must receive coordinated services that meet their individual needs. A number of approaches have been developed for interventions at this stage, including anger management training, structured after-school programs, mentoring, group and family counseling, changing instructional practices, and tutoring.
3. Schools must identify and provide intensive interventions for the few children who are experiencing significant emotional and behavioral problems. This involves providing coordinated, comprehensive, intensive, sustained, culturally appropriate, child-and family-focused services and supports. Such interventions might include day treatment programs which provide students and families with intensive mental health and special education services; multi-systemic therapy, focusing on the individual youth and his or her family, the peer context, school/vocational performance, and neighborhood/community supports; or treatment foster care, an intensive, family-focused intervention for youth whose delinquency or emotional problems are so serious and so chronic that they are no longer permitted to live at home. To be effective, these approaches generally require the collaboration of schools, social services, mental health providers, and law enforcement and juvenile justice authorities.

As more schools in our nation develop and implement such plans with support from their communities, we should continue to see reductions in violence in our Nation's schools.

School Violence - Recognizing the Danger Signs

ISSDA Aims to Curb School Violence; Shares Tips for Recognizing Danger Signs and Knowing When to Report Them

The tragedy at California's Santana High School that left two students dead once again focuses the nation's attention on the growing problem of school violence. In California, the issue of what behavior should have been reported prior to the shootings - and to whom - has sparked considerable discussion. We are left wondering not only why, but also how this tragedy could have been prevented.

The latest statistics reveal the need for finding a solution. According to a year 2000 study of violence released by the Center for the Prevention of School Violence, only 9% of violent crimes against teenagers occurring in school were reported to police. That figure compares to 37% of reported crimes that occurred on city streets.

A total of 6,451 schools reported at least one violent or weapon-related incident to police in that year. Younger students, ages 12 through 14, were more likely than 15-18 year-old students to be victims of crimes at school. Meanwhile, nearly 5% of students ages 12-18 reported having been bullied in the last six months.

ISSDA offers some guidelines to identifying potentially explosive individuals before they commit violent crimes. Warning signs include:

1. Appears lonely with few or no close friends.
2. Frequently targeted by bullies.
3. Depression or subject to regular mood swings.
4. Submits school reports and writing assignments with a dark, angry or depressed theme.
5. Responds to taunts and acts of supervision with tantrums, uncontrollable angry outbursts. Makes threats, including suicide.
6. Often truant, or getting suspended or expelled.
7. Shows a preoccupation with violent or ritualistic reading materials, cruel to animals or seems drawn to things dark, occult or ritualistic in theme.
8. Blames others for problems.
9. Gives indications of drug or alcohol use.
10. Joins a group of anti-social types.

Parents are encouraged to contact their child's school to determine if there is a protocol for responding to crisis. Students and teachers should also look for ways to reach out to troubled children. Even if these youngsters never act out their feelings, they are hurting and should be embraced and helped before they take their rage into adulthood.

It is illegal in some states not to report knowledge of a threat. ISSDA urges individuals to take these danger signs seriously and involve other parents and school officials

immediately. When appropriate, law enforcement should be contacted and allowed to evaluate the situation.

One good online resource for tips and information is the Center for the Prevention of School Violence at www.ncsu.edu/cpsv/. Or visit School Violence Watch at www.cybersnitch.net

Teachers With Guns: Don't Mess With Texas?

At the only school in the small farm town of Harrold, Texas, it's not teacher's pet that has everyone talking. It's teacher's pistol.

In an effort to deter a Columbine-like school massacre, the local school board recently decreed that teachers could carry concealed weapons at school and in the classrooms, the first school in the U.S. to do so.

"Country people are take-care-of-yourself-people," explained school superintendent David Thweatt. "They're not under the illusion that the police are there to protect them."

The nearest police are based 17 miles away. Lacking funds to hire security guards, the school board decided that letting teachers carry guns would result in better security anyway, since an attacker wouldn't know who might shoot him.

Harrold's school—which houses about one hundred students from kindergarten to high school—has a card-swipe security entry system as well as screening for visitors. But Mr. Thweatt, who calls himself as "a contingency planner," says gun-free schools are simply targets for attack. "That's like saying sic 'em to a dog," he said.

The armed teachers have received mandatory firearms training and will use special bullets designed to reduce ricocheting—in this case, off chalk boards and desks.

Though "Don't Mess With Texas" has long been a state mantra, making gun-toting teachers responsible for school security has some critics up in arms. "They are not trained to make life and death decisions," said one Harrold resident. "There are too many things that could happen."

"It's a disaster waiting to happen," said a Houston teacher's association official. "It's up there with the worst ideas in the history of education."

Tell us what you think:

Should teachers be responsible for providing school security by carrying guns?

Schools are expected to protect their students, but where does a teacher's responsibility end?

Generation X

From Wikipedia, the free encyclopedia

Generation X is a term used to identify people born after the post-World War II increase in birth rates (the Baby Boom). The term has been used in demography, the social sciences, and marketing, though it is most often used in popular culture.

Origin of the term

In the U.S. Generation X was originally referred to as the "baby bust" generation because of the drop in the birth rate following the baby boom.

In the UK the term was first used in a 1964 study of British youth by Jane Deverson. Deverson was asked by *Woman's Own* magazine to interview teenagers of the time. The study revealed a generation of teenagers who "sleep together before they are married, don't believe in God, dislike the Queen, and don't respect parents," which was deemed unsuitable for the magazine because it was a new phenomenon. Deverson, in an attempt to save her research, worked with Hollywood correspondent Charles Hamblett to create a book about the study. Hamblett decided to name it *Generation X*.^[8] Douglas Coupland's 1991 novel, *Generation X: Tales for an Accelerated Culture*, about young adults (who were then in their late twenties) in the late 1980s, helped to popularize the term.

In the 1991 book *Generations*, William Strauss and Neil Howe call this generation the "13th Generation" and define the birth years as 1961 to 1981. Using their methods, it is the 13th to know the flag of the United States (counting back to the peers of Benjamin Franklin). The label was also chosen because they consider it a "Reactive" or "Nomad" generation, composed of those who were children during a spiritual awakening. Older generations generally have negative perceptions of Reactive generations -- whose members tend to be pragmatic and perceptive, savvy but amoral, more focused on money than on art -- and the use of 13 is also intended to associate this perception with the negative connotations of that number. The authors highlight this negative perception by noting the large number of "devil-child" movies (e.g. *Rosemary's Baby* released soon after the first members were born, compared with more positive movies such as *Baby Boom* that were released when the first members of the next generation were being raised.

Generation X born and grew up during the later years of, and in the decade following the Cold War. Most often linked to Ronald Reagan, George H. W. Bush era. Its cynicism was exploited by the media early on. Generation X values espouse community, relationships, altruism and entrepreneurship. Coming age after Vietnam, they witnessed the end of the cold war and saw the fall of the Berlin wall. This generation saw the inception of the home computer and later the internet, as a tool for

economic purposes: Dot.coms, MTV, Grunge music, Hip hop culture and Security-Moms attributed to this generation.

MTV Generation, Video generation, 13th Generation by whatever name, those teens and young adults of the 80's and early 90's who scornfully rejects the habits and values of the previous generation baby boomer's viewing that group as self-centered, fickle and impractical. The formerly referred to as twenty-somethings of the 90's (TV show-Friends) as children/youth this generation grew up in times of no major war and relative economic stability. Alternately experiencing cultural shifts in American attitudes and rates of drug usage, divorce and global economics shaped and helped to influence their attitudes and actions in addressing social problems which they largely view as their inheritance: homelessness, AIDS and fractured families.

The US Census Bureau cites this group (Generation X) statistically as holding the highest education levels when looking at age group (bloc): US Census Bureau, in their 2009 Statistical Abstract. (Also see Education Statistics Canada, 2001 Census.)

In economics, a study (done by Pew Charitable Trusts, the American Enterprise Institute, the Brookings Institute, the Heritage Foundation and the Urban Institute) challenged the notion that each generation will be better off than the one that preceded it. The study, 'Economic Mobility: Is the American Dream Alive and Well?' focuses on the income of males 30-39 in 2004 (those born April, 1964 – March, 1974) and is based on Census/BLS CPS March supplement data.

The study, released May 25, 2007, emphasized that in real dollars, this generation made less (by 12%) than had their fathers at the same age in 1974, thus reversing a historic trend. The study also suggests that per year increases in the portion of father/son family household income generated by fathers/sons have slowed (from an average of 0.9% to 0.3%), barely keeping pace with inflation, though increases in overall father/son family household income are progressively higher each year because more women are entering the workplace, contributing to family household income.

Generation Y

From Wikipedia, the free encyclopedia

Generation Y is a cohort which consists of those people born after the Generation X cohort. Its name is controversial and is synonymous with several alternative names including The Net Generation, Millennials, Echo Boomers, and iGeneration. Generation Y consists primarily of the offspring of the Generation Jones and Baby Boomers cohorts.

As a generation is defined not by formal process but rather by demographers, the media, popular culture, market researchers and members of the generation itself, there is no precise consensus as to which birth years constitute any generation. Although different groups and individuals consider different ranges of years as constituting Generation Y, those ranges of years are almost always within the outer bounds of 1976 as the earliest possible year and 2001 as the latest. The ongoing debate is in part due to the lack of a marquee event(s), like the boom in births after the end of World War II for the "Baby Boomer" generation.

If the years 1978-2000 are used - as is common in market research - then the size of Generation Y in the United States is approximately 76 million.

Controversy: Attempts to Name and Demarcate Generation Y

The term Generation Y first appeared in an August 1993 Ad Age editorial to describe those teenagers born between 1974 and 1980. The scope of the term has changed greatly since then to include, in many cases, anyone born as late as 2001. There is no precise definition of years.

Use of the term Generation Y (often shortened to Gen Y) to describe any cohort of individuals is controversial for a variety of reasons. "Generation Y" alludes to a succession from "Generation X", a term which was originally coined as a pejorative label. In this sense, the use of Gen Y as a term only denotes "after Gen X" and fails to capture the cohort's unique social, political, and cultural experience. In addition, some members of this demographic group find it offensive.

Numerous alternative terms have arisen that are generally synonymous with Generation Y. While Generation Y alludes to that cohort's successional relationship to Generation X, the term Echo Boomers is used to allude to the generation's close tie to the primary childbearing years of Baby Boomers. The terms Millennials and Net Generation are attempts to give the Gen Y cohort more independent names that are tied with key events and cultural trends that are strongly associated with the generation. No single term is the "correct" term to describe members of this generation.

Howe and Strauss: "The Millennials"

Following the publication of their book, *Generations: The History of America's Future, 1584 to 2069*, much credit has been given to the names used for various American cohorts by authors William Strauss and Neil Howe. Howe and Strauss use the term "Millennials" as opposed to "Generation Y", arguing that members of Gen Y actually coined the term Millennials themselves and have expressed a wish not to be associated closely with Gen X. They followed up their large study of the history of American demographics with a new book specifically on Gen Y, titled *Millennials Rising*.

In *Generations*, Howe and Strauss use the years 1982-2000 as the birth years of Generation Y, using the 18 childhood years of the high school graduating class of 2000 as their marking points. They reasoned that the high school class of 2000 received notable public attention and political initiatives during their youth that provided a contrast between Americans born before this class and those born after. This term relates to the generation's young age during the turn of the millennium.

Echo Boomers

The name "Echo Boomers" relates to the size of the generation and its relation to the Baby boomer generation.

The actual "Echo Boom" was a five year span between 1989 and 1993 when for the first time since 1964, the number of live births reached over four million. It wouldn't be until 1985 that the live birth number would even match that of 1965 at 3.760 million. Also it should be noted that the birthrate of 1971's 17.2% has yet to be reached according to the 2000 census.

Trophy Kids

The Generation Y are sometimes called the "Trophy Generation", or "Trophy Kids," a term that reflects the trend in competitive sports (as well as many other aspects of life) where "no one loses" and everyone gets a "Thanks for Participating" trophy. Some employers are concerned that the members of Generation Y have too great expectations from the workplace and desire to shape their jobs to fit their lives rather than adapt their lives to the workplace.

Generation Y Globally

In many rich countries, the 1980s and 1990s were a period of rapidly falling birthrates. In Southern Europe and Japan, and less markedly in Northern and Eastern Europe, Generation Y is dramatically smaller than any of its predecessors, and its childhood years tended to be marked by small families, both immediate and extended, small classes at school and school closures. In the Soviet Union during the 1980s, there was

a "baby boom echo" similar to that in the United States, and Generation Y there is relatively large; however, birth rates fell through the floor in the 1990s to extremely low levels. This meant a lot of individual attention from parents in a period in which society was becoming intrinsically more risk averse.

The child poverty rate was still relatively high in many Western countries throughout the 1980s and '90s.

The increasing stratification of wealth in many societies has led to an increase in the societal differences between poor and rich members of this generation. Although many middle class and wealthier families arrange many extra-curricular activities for their children, less affluent families cannot afford such extras, increasing the pressure on their own children. Since much of the generational character is tied to the prevalence of "extracurriculars" and relatively expensive technologies such as computers, some feel that the description of the generation only applies to wealthy members or at least the broadly middle class.

In Eastern Europe, Generation Y is the first generation without mature memories of communism or dictatorial rule. In newly rich countries such as South Korea or Greece, Generation Y has known nothing but developed world standards of living, while their grandparents often grew up in developing world conditions, causing considerable social changes and inter-generational difficulties as the young reject many traditional ways of life.

Generation Y was the first generation in countries like India and China to experience modern western amenities on a wide scale due to the liberalization of their economies.

**CALIFORNIA CONSTITUTION
ARTICLE 1 DECLARATION OF RIGHTS**

SEC. 28. (a) The People of the State of California find and declare all of the following:

(1) Criminal activity has a serious impact on the citizens of California. The rights of victims of crime and their families in criminal prosecutions are a subject of grave statewide concern.

(2) Victims of crime are entitled to have the criminal justice system view criminal acts as serious threats to the safety and welfare of the people of California. The enactment of comprehensive provisions and laws ensuring a bill of rights for victims of crime, including safeguards in the criminal justice system fully protecting those rights and ensuring that crime victims are treated with respect and dignity, is a matter of high public importance. California's victims of crime are largely dependent upon the proper functioning of government, upon the criminal justice system and upon the expeditious enforcement of the rights of victims of crime described herein, in order to protect the public safety and to secure justice when the public safety has been compromised by criminal activity.

(7) Finally, the People find and declare that the right to public safety extends to public and private primary, elementary, junior high, and senior high school, and community college, California State University, University of California, and private college and university campuses, where students and staff have the right to be safe and secure in their persons.

(8) To accomplish the goals it is necessary that the laws of California relating to the criminal justice process be amended in order to protect the legitimate rights of victims of crime.

CALIFORNIA CODES
EDUCATION CODE SECTIONS 72330-72332

72330. (a) The governing board of a community college district may establish a community college police department under the supervision of a community college chief of police and, in accordance with Chapter 4 (commencing with Section 88000) of Part 51, may employ personnel as necessary to enforce the law on or near the campus of the community college and on or near other grounds or properties owned, operated, controlled, or administered by the community college or by the state acting on behalf of the community college. Each campus of a multicampus community college district may designate a chief of police.

(b) The governing board of a community college district that establishes a community college police department under subdivision (a) may also establish a police reserve officer program to supplement that police department.

(c) Persons employed and compensated as members of a community college police department, when so appointed and duly sworn, are peace officers as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code.

(d) The governing board of a community college district that establishes a community college police department shall set minimum qualifications of employment for the community college chief of police, including, but not limited to, prior employment as a peace officer or completion of any peace officer training course approved by the Commission on Peace Officer Standards and Training. A chief of security or chief of police shall be required to comply with the prior employment or training requirement set forth in this subdivision as of January 1, 1993, or a date one year subsequent to the initial employment of the chief of security or chief of police by the community college district, whichever occurs later. This subdivision may not be construed to require the employment by a community college district of any additional personnel.

72330.2. Every member of a California Community College police department first employed by a California Community College district before July 1, 1999, shall, in order to retain his or her employment, fulfill both of the following conditions:

(a) The employee shall submit to the district one copy of his or her fingerprints on forms prescribed by the Department of Justice.

The Department of Justice shall forward this copy to the United States Federal Bureau of Investigation.

(b) The employee shall be determined to be a person who is not prohibited from employment by the California Community College district, and, if the employee is required to carry a firearm, shall be determined by the Department of Justice to be a person who is not prohibited from possessing a firearm.

The Department of Justice may participate in the National Instant Criminal Background Check System (NICS) in lieu of submitting fingerprints to the United States Federal Bureau of Investigation in order to meet the requirements of this section relating to firearms.

72330.5. (a) It is the intent of the Legislature to ensure the safety of pupils, staff, and the public on or near California's community colleges, by providing community college security officers with training that will enable them to deal with the increasingly diverse and dangerous situations they encounter.

(b) After July 1, 2000, every school security officer employed by a community college district who works more than 20 hours a week as a school security officer shall complete a course of training developed no later than July 1, 1999, by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training pursuant to Section 7583.31 of the Business and Professions Code. If any community college security officer subject to the requirements of this subdivision is required to carry a firearm while employed, that security officer shall additionally satisfy the training requirements of Section 832 of the Penal Code.

(c) For purposes of this chapter, "security officer" means any person primarily employed or assigned pursuant to subdivision (b) to provide security services as a watchperson, security guard, or patrolperson on or about premises owned or operated by the community college district to protect persons or property or to prevent the theft or unlawful taking of district property of any kind or to report any unlawful activity to the district and local law enforcement.

(d) No security officer shall be employed or shall continue to be employed by the district after July 1, 2000, until both of the following conditions have been met:

(1) (A) The applicant or employee has submitted to the district two copies of his or her fingerprints on forms or electronically, as prescribed by the Department of Justice. The district shall submit the fingerprints to the Department of Justice, which shall submit one copy of the fingerprints to the United States Federal Bureau of Investigation.

(B) An applicant or employee who holds a permanent registration

with the Bureau of Security and Investigative Services of the Department of Consumer Affairs as a security guard need only submit one copy of his or her fingerprints, which copy shall be submitted to the United States Federal Bureau of Investigation.

(C) An applicant or employee who is registered by the Bureau of Security and Investigative Services of the Department of Consumer Affairs, and who holds a firearms qualification card as specified in Section 7583.22 of the Business and Professions Code, is exempt from the requirements of this subdivision.

(2) The applicant or employee has been determined not to be a person legally prohibited from employment by the community college and has been determined by the Department of Justice not to be a person prohibited from possessing a firearm if the applicant is required to carry a firearm.

The Department of Justice may participate in the National Instant Criminal Background Check System (NICS) in lieu of submitting fingerprints to the United States Federal Bureau of Investigation in order to meet the requirements of this subdivision relating to firearms.

(e) Every security officer employed by a community college district prior to July 1, 2000, who works more than 20 hours a week as a school security officer shall meet the requirements of subdivision (b) by July 1, 2002, unless he or she has completed an equivalent course of instruction pursuant to Section 832.2 of the Penal Code.

72331. Every member of a community college police department shall be supplied with, and authorized to wear, a badge bearing the words "Community College Police", prefaced by the name of the district, and shall be issued a suitable identification card bearing his or her physical description, photograph, and authority for peace officer status, and such other identification data as may be required by local law enforcement agencies, countersigned by the chief administrative officer of the district. The governing board may direct the wearing of a distinctive uniform and shall prescribe such a uniform. The governing board shall pay for the required uniforms, equipment, identification cards, and badges.

72332. Any vehicle, when operated in the performance of his or her duties by any member of the police department, is an authorized emergency vehicle and may be equipped and operated as such as provided by the Vehicle Code.

K - 12 SCHOOLS

38000. (a) The governing board of any school district may establish a security department under the supervision of a chief of security or a police department under the supervision of a chief of police, as designated by, and under the direction of, the superintendent of the school district. In accordance with Chapter 5 (commencing with Section 45100) of Part 25, the governing board may employ personnel to ensure the safety of school district personnel and pupils and the security of the real and personal property of the school district. In addition, a school district may assign a school police reserve officer who is deputized pursuant to Section 35021.5 to a school site to supplement the duties of school police personnel pursuant to this section. It is the intention of the Legislature in enacting this section that a school district police or security department is supplementary to city and county law enforcement agencies and is not vested with general police powers.

(b) The governing board of a school district that establishes a security department or a police department shall set minimum qualifications of employment for the chief of security or chief of police, respectively, including, but not limited to, prior employment as a peace officer or completion of any peace officer training course approved by the Commission on Peace Officer Standards and Training. A chief of security or chief of police shall comply with the prior employment or training requirement set forth in this subdivision as of January 1, 1993, or a date one year subsequent to the initial employment of the chief of security or chief of police by the school district, whichever occurs later. This subdivision shall not be construed to require the employment by a school district of any additional personnel.

38001. Persons employed and compensated as members of a police department of a school district, when appointed and duly sworn, are peace officers, for the purposes of carrying out their duties of employment pursuant to Section 830.32 of the Penal Code.

38001.5. (a) It is the intent of the Legislature to ensure the safety of pupils, staff, and the public on or near California's public schools, by providing school security officers with training that will enable them to deal with the increasingly diverse and dangerous situations they encounter.

(b) After July 1, 2000, every school security officer employed by

a school district who works more than 20 hours a week as a school security officer shall complete a course of training developed no later than July 1, 1999, by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training pursuant to Section 7583.31 of the Business and Professions Code. If any school security officer subject to the requirements of this subdivision is required to carry a firearm while performing his or her duties, that school security officer shall additionally satisfy the training requirements of Section 832 of the Penal Code.

(c) For purposes of this chapter, "school security officer" means any person primarily employed or assigned pursuant to subdivision (b) to provide security services as a watchperson, security guard, or patrolperson on or about premises owned or operated by a school district to protect persons or property or to prevent the theft or unlawful taking of district property of any kind or to report any unlawful activity to the district and local law enforcement agencies.

(d) No school security officer shall be employed or shall continue to be employed by the district after July 1, 2000, until both of the following conditions have been met:

(1) (A) The applicant or employee has submitted to the district two copies of his or her fingerprints on forms or electronically, as prescribed by the Department of Justice. The district shall submit the fingerprints to the Department of Justice, which shall submit one copy of the fingerprints to the United States Federal Bureau of Investigation.

(B) An applicant or contracted employee who holds a permanent registration with the Bureau of Security and Investigative Services of the Department of Consumer Affairs as a security guard need only submit one copy of his or her fingerprints, which copy shall be submitted to the United States Federal Bureau of Investigation.

(C) An applicant or contracted employee who is registered by the Bureau of Security and Investigative Services of the Department of Consumer Affairs, and who holds a firearms qualification card as specified in Section 7583.22 of the Business and Professions Code, is exempt from the requirements of this subdivision.

(2) The applicant or employee has been determined not to be a person prohibited from employment by a school district pursuant to Sections 44237 and 45122.1, or by the Department of Justice from possessing a firearm if the applicant is required to carry a firearm.

The Department of Justice may participate in the National Instant Criminal Background Check System (NICS) in lieu of submitting fingerprints to the United States Federal Bureau of Investigation in order to meet the requirements of this subdivision relating to firearms.

(e) Every school security officer employed by a school district

prior to July 1, 2000, who works more than 20 hours a week as a school security officer shall meet the requirements of subdivision (b) by July 1, 2002, unless he or she has completed an equivalent course of instruction pursuant to Section 832.2 of the Penal Code.

38002. Moneys transferred into the general fund of any school district pursuant to Section 1463.12 of the Penal Code may be made available for the following purposes:

(a) The training of persons employed and compensated as members of a police department of a school district, pursuant to the requirements or approval of the Commission on Peace Officer Standards and Training.

(b) The training of persons employed and compensated as members of a police department of a school district in other public safety skills, including, but not limited to, all of the following:

- (1) First aid.
- (2) Rescue.
- (3) Cardiopulmonary resuscitation.
- (4) Emergency medical technician training.
- (5) Juvenile procedures.
- (6) Specialized safety equipment.

38003. Persons employed and compensated as members of a security or police department of a school district shall be supplied with and authorized to wear a badge bearing the name of the school district. The employee shall carry a suitable identification card bearing his or her photograph and signature and the signature of the superintendent of the school district. The employee shall also carry such other identification data as may be required by local law enforcement agencies. The governing board may direct the wearing of a distinctive uniform and shall prescribe same. The costs of required uniforms, equipment, identification badges, and cards shall be borne by the district.

38004. The governing board of a school district which establishes a security or police department may provide and maintain motor vehicles for the use of the department. Any vehicle, when operated in the performance of his or her duties by any member of the police department, is an authorized emergency vehicle and may be equipped and operated as such as provided by the Vehicle Code.

38005. The governing board of any school district may contract with a private licensed security agency to insure the safety of school district personnel and pupils and the security of the real and personal property of the school district when the personnel normally required to provide such service fail to do so because of an emergency including, but not limited to, war, epidemic, fire, flood,

or work stoppage; or when such an emergency necessitates additional security services.

This section shall apply only if the governing board by a majority vote makes a specific finding that an emergency exists, and that this finding is included in the board minutes.

EDUCATION RESOURCES

U.S. Department of Agriculture

- Cooperative State Research, Education and Extension Service (CSREES)

U.S. Department of Education

- Office of Educational Research and Improvement (OERI)
- Office of Elementary and Secondary Education (OESE)
- Office of Special Education Programs

U.S. Department of Health and Human Services

- Centers for Disease Control and Prevention
 - Center for Injury Prevention and Control
 - Health Resources Division of Adolescent and School Health
- National and Services Administration
- National Institutes of Health
 - National Institute of Child Health and Human Development
 - National Institute of Mental Health
- Substance Abuse and Mental Health Services Administration
 - Center for Mental Health Services

U.S. Department of Justice

- Bureau of Justice Statistics
- Federal Bureau of Investigation
- National Criminal Justice Reference Service
- Office of Community Oriented Policing Services
- Office of Juvenile Justice and Delinquency Prevention

U.S. DEPARTMENT OF AGRICULTURE

The USDA mission is to enhance the quality of life for the American people by supporting production of agriculture:

- ensuring a safe, affordable, nutritious, and accessible food supply
- caring for agricultural, forest, and range lands
- supporting sound development of rural communities
- providing economic opportunities for farm and rural residents
- expanding global markets for agricultural and forest products and services

- working to reduce hunger in America and throughout the world.

The USDA works to prevent youth violence by promoting economic development and youth training programs in rural and economically depressed communities.