

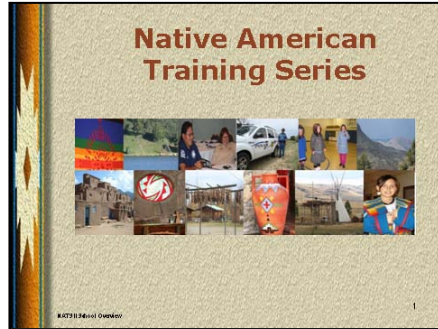
Native American Training Series II

SCHOOL OVERVIEW

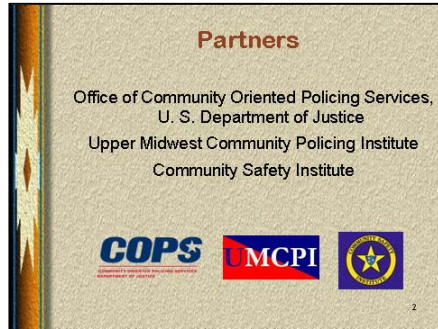
Law Enforcement Training



Slide 1



Slide 2



PARTNERS

Office of Community Oriented Policing Services, U. S. Department of Justice

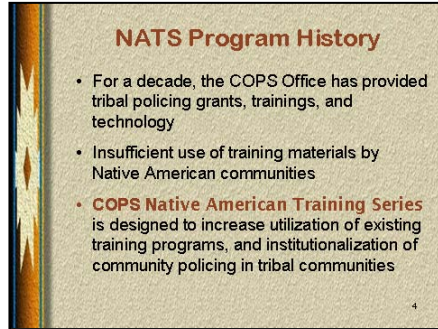
Upper Midwest Community Policing Institute

Community Safety Institute

This introductory module will present foundational information on the history of the COPS Office NATS program and its impact on both tribal law enforcement training and the institutionalization of community policing concepts on reservations and in tribal communities. The latest definition of community policing will be presented along with its primary elements and the role of the tribal law enforcement trainer in this initiative.

NOTE TO FACILITATOR: At this time, facilitators should introduce themselves and provide a short background of their experiences in law enforcement and with Native American communities. After the facilitator introductions are complete, allow the participants to introduce themselves.

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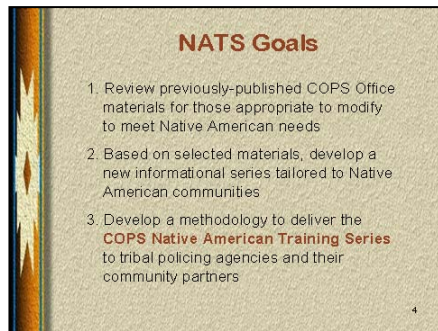


NATS PROGRAM HISTORY

For a decade, the COPS Office has provided tribal policing grants, as well as trainings and technology. However, research has indicated that many of these programs are not currently being utilized because they were not tailored to the Native American communities across the country.

This COPS Native American Training Series is designed to tailor existing successfully-implemented community policing initiatives to meet the needs of Native Americans, thereby increasing utilization of the training programs and institutionalization of community policing in tribal communities.

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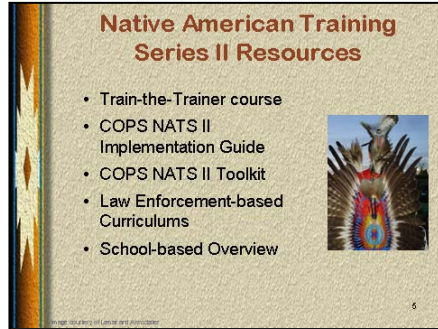
NATS GOALS

1. Review previously published COPS Office materials and select those that may be appropriate to modify to meet the needs of the Native American communities across the country.

2. Based on the previously published COPS materials, develop a new informational series tailored to Native American communities.

3. Develop a methodology to deliver the COPS Native American Training Series to tribal policing agencies and their community partners.

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NATIVE AMERICAN TRAINING SERIES (NATS) - RESOURCES

Train-the-Trainer course – for tribal law enforcement officers including School Resource Officers

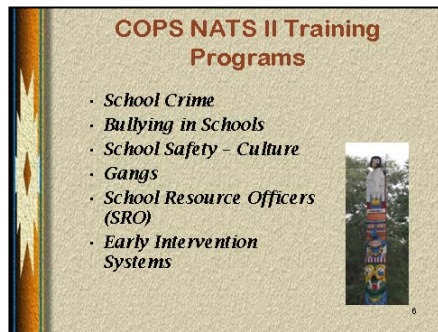
COPS NATS II Implementation Guide – compendium of information contained in the entire series

COPS NATS Toolkit – useful tools, charts, forms, checklists

Law Enforcement-based curriculums – six in-depth presentations

School-based Overview – for tribal school administrators and teachers including school safety partners and concerned community members

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COPS NATS II TRAINING PROGRAMS

The COPS Office NATS II Training programs for law enforcers and their school partners consists of:

- School Crime and Violence
- Bullying in Schools
- School Safety-Culture
- Gangs
- School Resource Officers
- Early Intervention Systems

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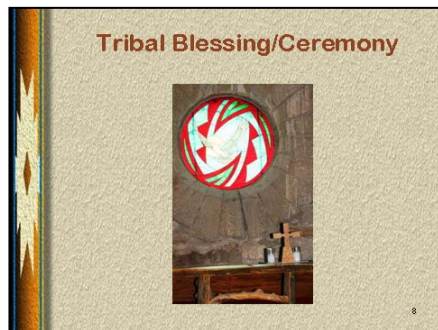


ROLE OF THE TRIBAL TRAINER

Once participants have completed the COPS NATS Train-the-Trainer course, these tribal trainers will be the single most important component of the COPS Native American Training Series. These trainers will have the responsibility of not simply learning the curriculums and materials presented, but also of refining the materials to meet their own specific tribal needs and then tailoring the presentations to the individuals and groups that they will be mobilizing in order to make these efforts come to life. Effective training and implementation of community-policing-based strategies will result in empowerment of community and tribal leaders.

Project developers encourage tribal trainers to pay particular attention to the facilitator notes embedded throughout the curriculum. The facilitator notes will provide guidance and direction to the trainers, as well as offer suggestions on how to present various aspects of the materials.

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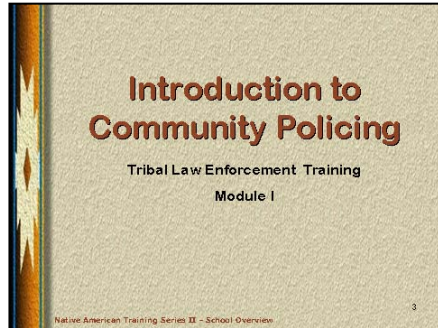
TRIBAL BLESSING/CEREMONY

NOTE TO FACILITATOR: Prior to beginning the training, the facilitator should meet with the host agency to determine an appropriate opening activity. In some tribal communities this will be a blessing of the proceedings and participants, while in others it may be an entire ceremony.

Facilitators should ensure by their previous work with the community leaders that a culturally acceptable blessing, ceremony, prayer or opening is conducted by the appropriate personnel and that this opening

demonstrates to the participants that this program is their program.

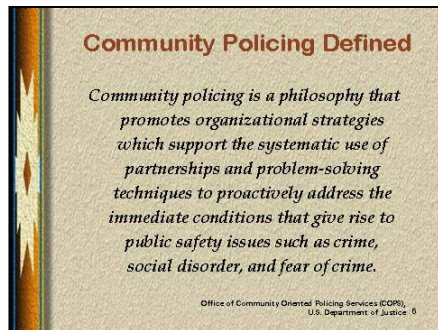
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INTRODUCTION TO COMMUNITY POLICING

The purpose of this module is to present foundational information on the history of the COPS Office NATS program and its impact on both tribal law enforcement training and the institutionalization of community policing concepts on reservations and in tribal communities. The latest definition of community policing will be presented along with its primary elements and the role of the tribal law enforcement trainer in this initiative.

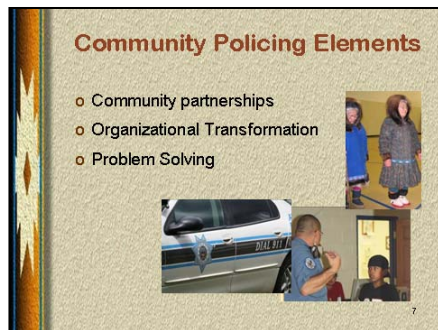
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COMMUNITY POLICING DEFINED

Community policing is a philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

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COMMUNITY POLICING ELEMENTS

Community policing has three essential elements:

- Collaborative partnerships
- Organizational Transformation
- Problem Solving



COMMUNITY PARTNERSHIPS

Community partnerships refer to collaborative partnerships between the law enforcement agency and the individuals and organizations they serve work to develop solutions to problems and increase trust in police.

Such partnerships might involve:

Other governmental agencies.

These can include prosecutors, probation and parole, public works departments, neighboring law enforcement agencies, health and human services, child support services, and schools.

Community members/groups.

Individuals who live or work in the community, including volunteers, formal and informal community leaders, residents, visitors and tourists, all of whom can be a valuable resource for identifying community concerns.

Nonprofits/service providers.

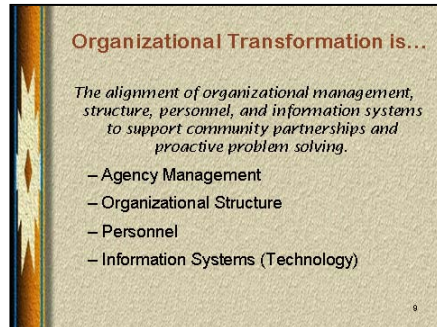
These could include advocacy and community-based organizations that provide services to the community and advocate on its behalf. That can include victims groups, service clubs, support groups, community development groups, and the faith community.

Private businesses.

For-profit businesses have a great stake in the health of the community and can be key partners, especially in bringing resources to bear on problems of mutual concern.

Businesses can help identify problems and provides resources for responses.

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Media.

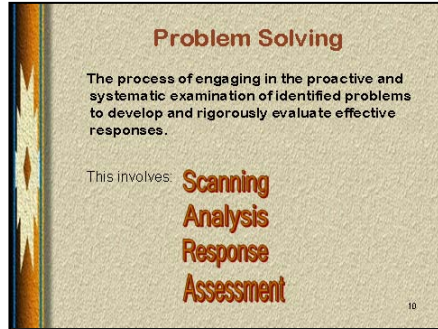
The media represent a mechanism by which to communicate with the community. They can assist with publicizing community concerns and available solutions. In addition, the media can have a significant impact on public perceptions of the police, crime problems, and fear of crime.

ORGANIZATIONAL TRANSFORMATION IS...

Organizational transformation is the alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving. It involves:

- Agency Management
- Climate and culture
- Leadership
- Decision-making
- Strategic planning
- Policies
- Organizational evaluations
- Transparency
- Organizational Structure
- Geographic assignment of officers
- Despecialization
- Resources and finances
- Personnel
- Recruitment, hiring, and selection
- Personnel supervision/evaluations
- Training
- Information Systems (Technology)
- Communications/access to data
- Quality and accuracy of data

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PROBLEM SOLVING

Problem solving may be defined as 'the process of engaging in the proactive and systematic examination of identified problems to develop and rigorously-evaluate effective responses.'

Problem solving involves:

Scanning: identifying and prioritizing problems

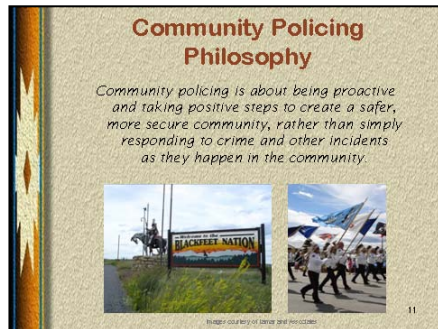
Analysis: researching what is known about the problem

Response: developing solutions to bring about lasting reductions in the number and extent of problems

Assessment: evaluating the success of the responses.

Problem solving may also involve using the crime triangle (victim/offender/location) to focus on immediate conditions.

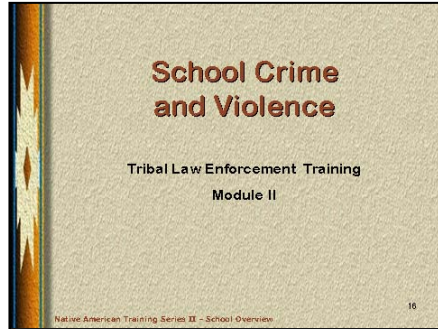
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COMMUNITY POLICING PHILOSOPHY

Community policing is about being proactive and taking positive steps to create a safer, more secure community, rather than simply responding to crime and other incidents as they happen in the community.

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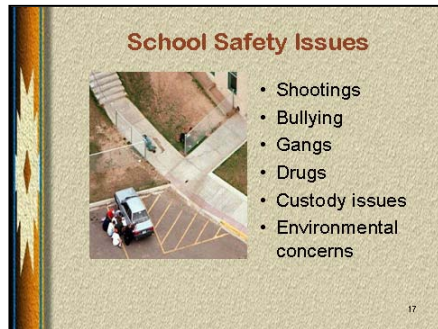


SCHOOL CRIME AND VIOLENCE

The School Crime and Violence presentation provides information on the various types of school safety issues that educational institutions of all types are currently experiencing across the United States. These issues have no geographic, social or economic boundaries and law enforcement officers working with schools or responding to calls for service at schools should be familiar with these issues.

This curriculum also presents information on risk and protective factors, basic school safety drills, and the Active Shooter response to school shootings.

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SCHOOL SAFETY ISSUES

School safety issues on the reservation are not restricted to school violence. Weather emergencies, crime, and community concerns such as hazardous material transportation and chemical leaks should all be included in a school's safety and crisis response plan. School officials must take an "All Hazards" approach to school safety planning and preparation.

Some basic concerns include:

- Shootings
- Bullying and Harassment
- Gangs
- Drugs
- Custody Issues
- Environmental Concerns

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DEADLIEST ATTACK ON AN AMERICAN SCHOOL?

ACTIVITY: Can you name some of the deadliest shootings in U.S. school history?

- University of Texas 1966
- Columbine High School, CO 1999
- Amish School, PA 2006
- Virginia Tech 2007

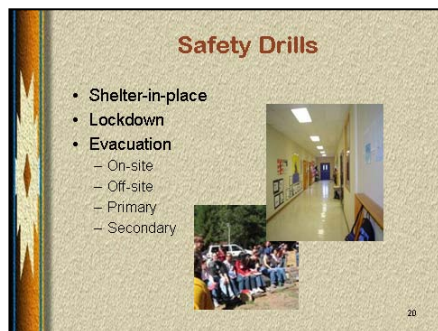
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RED LAKE, MN

On March 21, 2005, 16-year-old Jeff Weise of the Red Lake Band of Chippewa killed his grandfather and his grandfather's companion, then donned his grandfather's police-issue gun belt and bulletproof vest and headed to Red Lake High School, his school on the reservation. Armed with two pistols and a shotgun, he opened fire on students and teachers at random. An unarmed security guard, a teacher and 5 others were killed at the school, and 5 were seriously injured. Weise then committed suicide.

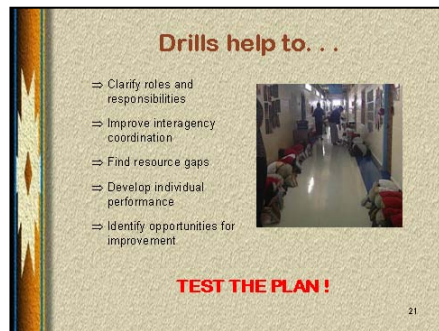
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SAFETY DRILLS

There are three primary safety drills that are conducted in schools. If other drills are practiced in the schools where you teach or work you will also want to study those drills and how they are performed in your district. The SRO must be familiar with their specific roles in each one of these drills and how they contribute to not only planning and practice but the actual implementation in the event of an emergency.

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The drills that we will discuss in this section are:

- Shelter-in-place
- Lockdown
- Evacuation

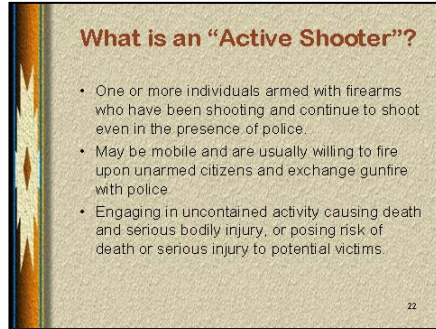
These drills can be conducted in addition to your regular fire drills and weather-related drills (such as tornado, wildfire or hurricane, depending on your geographic location and its weather patterns). Conducting these drills on a regular basis throughout the semester or over the course of the school year will leave campuses better prepared to deal with crisis situations, and will offer peace of mind to students, School Faculty and Staff. Just as with fire drills, when practiced regularly, shelter-in-place, lockdowns and evacuations become 'just another activity' instead of a traumatic event.

DRILLS HELP TO...

School safety drills should be practiced on a regular basis. These drills help to:

- Clarify roles and responsibilities
- Improve interagency coordination
- Find resource gaps
- Develop individual performance
- Identify opportunities for improvement

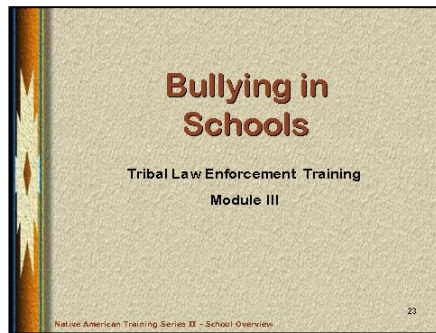
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WHAT IS AN "ACTIVE SHOOTER"?

- One or more individuals armed with firearms who have been shooting and continue to shoot even in the presence of police.
- They may be mobile and are usually willing to fire upon unarmed citizens and exchange gunfire with police.
- In an Active Shooter situation, the suspect's activity is immediately causing death and serious bodily injury. The activity is not contained and there is immediate risk of death or serious injury to potential victims.

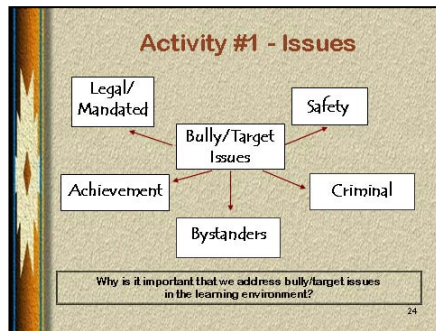
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BULLYING IN SCHOOLS

Bullying in schools has become also an epidemic in both traditional and non-traditional schools throughout the country. This presentation will allow tribal law enforcement officers and their school and community partners to learn about bullying, its dangers and some proactive methods to reduce bullying and harassment in tribal schools.

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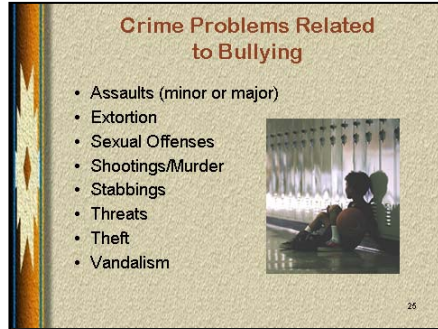


ACTIVITY #1 - ISSUES

NOTE TO FACILITATOR: Before we proceed, please take a few moments to engage participants in discussion as Activity #1, answering this question:

Why do you believe that it is important that school administrators, teachers and staff address the issue of bullying and harassment in the learning environment?

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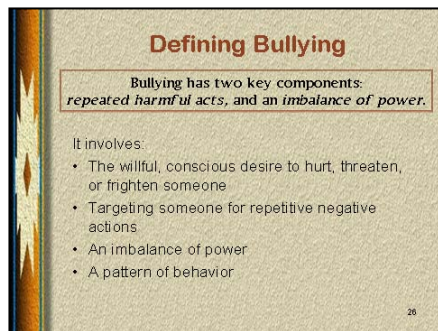


CRIME PROBLEMS RELATED TO BULLYING

Incidents of bullying should not be trivialized, especially when these events cross over into the category of criminal offenses. Some of these criminal offenses include, but are not limited to:

- Assaults (minor or major)
- Extortion
- Sexual Offenses
- Shootings/Murder
- Stabbings
- Threats
- Theft
- Vandalism

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DEFINING BULLYING

Now that we've shown that bullying is a serious problem, let's make sure we understand what it is. What exactly is bullying? Bullying has two key components: *repeated harmful acts* and an *imbalance of power*.

Bullying is a variety of aggressive behavior which can be identified as:

- The willful, conscious desire to hurt, threaten, or frighten someone
- Targeting someone for repetitive negative actions
- Bullying always involves an imbalance of power, and it is a pattern behavior.


It is important to understand that often what we are calling bullying may be bully-type behaviors and not real bully/target incidents. We can't know if we have a real bully/target incident unless we can show the pattern and repetitiveness.

The key is to realize that bullying is a pattern of behavior. Understanding this point is an important element to any successful anti-bullying program because educators need to know that

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Types of Bullies

- **Physical** – action-oriented
- **Verbal** – uses words to hurt or humiliate
- **Relational** – convinces peers to reject or exclude others



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Designing an Effective Anti-Bullying Strategy

- **Enlisting the school principal's commitment and involvement.**
- **Using a multifaceted, comprehensive approach, for example:**
 - Establishing a school wide policy addressing bullying
 - Providing guidelines for teachers, staff, and students
 - Educating and involving parents
 - Adopting specific strategies for dealing with bullies and victims
 - Encouraging students to report bullying
 - Developing a comprehensive reporting system and conducting post-intervention surveys

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simply telling someone to stop will not work.

Bullies will continue to abuse until their pattern of behavior is changed.

TYPES OF BULLIES

There are three primary types of bullies:

Physical bullies

Verbal bullies

Relational bullies

There are other school behaviors which are recognized as forms of bullying, including:

- Sexual harassment (e.g., repeated exhibitionism, voyeurism, sexual propositioning, and sexual abuse involving unwanted physical contact)
- Ostracism based on perceived sexual orientation; and
- Hazing (e.g., high-school athletes' requiring painfully embarrassing initiation rituals on new freshmen teammates).

DESIGNING AN EFFECTIVE ANTI-BULLYING STRATEGY

Your analysis of your problem will give you a better understanding of the extent of the problem. Next you will need to determine the approaches to use to address bullying. General requirements include:


Enlisting the school's principal's commitment and involvement.

The principal's commitment and involvement in addressing school bullying are key. The SRO's knowledge of and interest in the problem may convince a principal to work collaboratively and comprehensively to tackle it.

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Designing an Effective Strategy, cont.

- Using the “whole school” approach
- Increasing student reporting of bullying
- Developing activities in less-supervised areas
- Reducing the amount of time students can spend unsupervised
- Monitoring areas where bullying can be expected



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Using a multifaceted, comprehensive approach.

This approach is more effective than one that focuses on only one or two aspects of school bullying. Such a comprehensive approach might include establishing a school wide policy addressing indirect bullying; providing guidelines for teachers, other staff, and students on specific actions to take if bullying occurs; educating and involving parents in recognizing the signs and intervening appropriately; adopting specific strategies to deal with individual bullies and victims; encouraging students to report bullying; developing a comprehensive reporting system to track bullying and intervention methods; conducting post-intervention surveys to assess the strategies' impact on school bullying, etc.

DESIGNING AN EFFECTIVE STRATEGY, CONT.

Using the “Whole School” approach.

This approach combines the strategies discussed on the previous slide. It requires renewed effort each year in order to maintain momentum. It is somewhat easier to implement in elementary schools due to their size and the fact that students in these schools generally interact with fewer teachers each year.

Increasing student reporting of bullying.

To be effective, this approach may require creativity in its implementation. Some schools use a “bully box” in which students may drop notes to alert teachers and administrators about problem bullies.

Developing activities in less-supervised areas.

In areas such as school yards or lunchrooms, trained supervisors spot bullying and initiate activities that limit opportunities for it. To be successful,

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such activities must be of interest to bullies and curb their behavior.

Reducing the amount of time students can spend unsupervised.

Since much bullying occurs during less-supervised time (such as at recess, lunch, or class changes), reducing the amount of time available to students can also reduce the amount of bullying.

Monitoring areas where bullying can be expected (e.g., bathrooms). Adult monitoring can increase the likelihood that bullies will be caught.

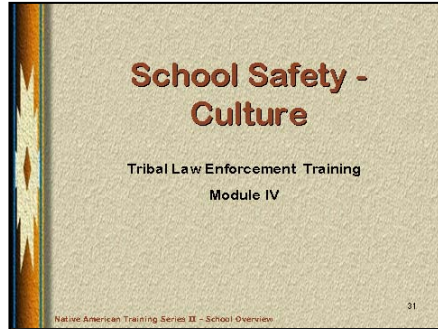
SOLUTIONS/RESPONSES

When designing responses to bullying incidents it is important to remember that responses should be developed for both the offenders and the victims.

Offenders should receive a graduated system of services and sanctions while victims should have access to a graduated system of services provided by the school or partner organizations. The school should take a leadership role on this issue but also understand that there are many other groups and services that can be accessed to assist with sanctions and services.

Finally, in each and every school implementing a comprehensive anti-bullying initiative, administrators must ensure fair and equitable treatment of all parties. More than once a fairly minor situation has evolved into a major dispute because of perceived inequities in the system or its response to specific events.

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SCHOOL SAFETY-CULTURE

The School Safety – Culture presentation provides tribal law enforcement officers and their educational partners with information on basic school safety principles, as well as how to create a culture of safety in the school environment.

Participants will learn the elements of a safety culture as well as basic roles and responsibilities for students, parents teachers and administrators.

This presentation also provides information on restorative justice and how this process may be utilized to enhance a culture of safety among juveniles in a school environment.

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CULTURE IS...

In order to begin our journey toward creating a culture of safety and security within our schools, we must understand the meaning of the word culture.

Culture is our:

- Attitudes
- Behaviors
- Beliefs
- Values
- Ways of doing things
- Shared characteristics

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FIVE KEY ELEMENTS

One of the first steps in creating a culture of safety in your school is to develop a multi-tiered plan that empowers individuals and encourages everyone in the school system to become involved. This includes administration, teachers, students, staff, and stakeholders. A culture of safety centers on five key elements:

- Active leadership
- Ongoing involvement
- Roles and responsibilities
- Multi-level training
- Assessment and evaluation

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MAINTAINING A SCHOOL SAFETY CULTURE

There are numerous methods and programs that may be employed to help establish a culture of safety. Examples include things such as

- Having a joint administration/faculty and student committee conduct a safety audit of campus.
- Implementing a closed campus policy where students must remain on campus and visitors must sign in.
- Making the monitoring of campus grounds the responsibility of all students, teachers and other employees.
- Coordinating a police presence on campus before, during and after school.
- Keeping the campus clean and well-maintained, which will discourage criminal and disorderly behaviors.
- Establishing “safe areas” on campus and in the surrounding neighborhoods. These are places students can go for help, like the fire or police station, a church or business, a volunteer parent’s home, etc.

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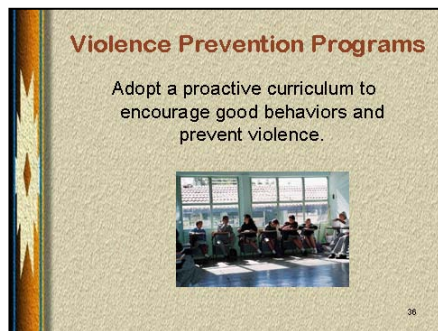
OPPORTUNITIES FOR STUDENT INVOLVEMENT INCLUDE:

- Becoming “Campus Safety Team” members
- Utilizing media such as the school newspaper or cable television show to promote safety, security and good decision making
- Designing and maintaining safety bulletin boards
- Participating in clubs that feature safety ideals (such as police and fire explorer programs)

Student involvement is very important. Students must have trusting relationships with teachers and staff and not be afraid to approach them to report safety concerns. They must be aware of their surroundings and understand some of the possible dangers.

Finally, students must be proactive in preventing situations where students or staff may be harmed. If a school is going to maximize its safety efforts, then it is vital that students embrace and take part in those efforts.

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VIOLENCE PREVENTION PROGRAMS

Adopting a proactive curriculum that includes lessons on safety and student responsibility is also very important.

Just as young children may learn good behaviors in “safety centers,” older students may also need positive programs to reinforce good behaviors and help them stay on or get back on the right track.

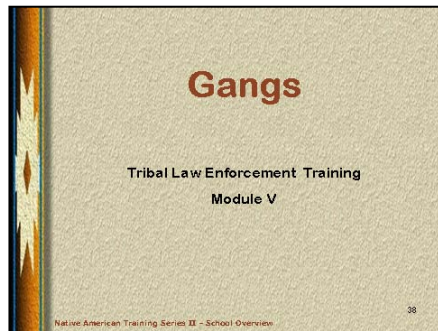
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RESTORATIVE PROCESS

In a restorative process, you bring together the person who was harmed, the person who did the harm, and the other people affected by the harm - or the victim, the offender, and the community. This is a face-to-face meeting that allows for respectful expression of feelings, (“I feel angry” as opposed to “You make me mad”), identification of physical, emotional and mental harm, and problem solving for all affected parties: what can the offender do to make things right, what does the victim need to feel safe and respected, what can the community do to help the victim, to hold accountable the offender but to also welcome both back to the community; what can all do to try to ensure that harm does not happen again.

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GANGS

This presentation on Gangs is designed for tribal law enforcement officers and their community and school partners. This curriculum presents introductory gang information, important demographic information and statistics on gangs in Indian Country and materials to assist both law enforcement agencies and their partners with proactive solutions and strategic responses to addressing the gang problems on reservations.

Defining Youth Gangs

- Claims a turf or territory
- Commits crime together
- Has a leader or several leaders
- Has a name
- Displays or wears common colors or other insignia
- Hangs out together



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DEFINING YOUTH GANGS

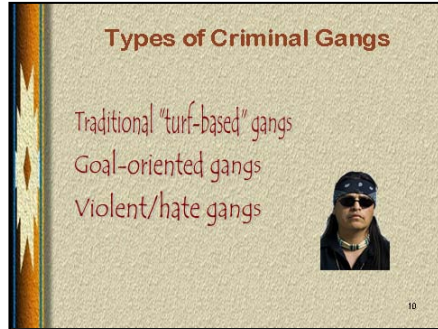
The characteristics that guide local definitions of 'youth gang' often vary among law enforcement agencies. The U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention has used a definition for a criminal gang as **“a group of three or more persons who have a common identifying sign, symbol, or name, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity.”**

The presentation discusses the national Youth Gangs in Indian Country survey conducted by the National Youth Gang Center in 2000. That survey found that in Indian country, considerable variation exists among communities as to the most important criteria for defining a youth gang. The aspect of 'collectively engage in' (or 'commits crimes together') is significantly lower among Indian country respondents than among comparison sample respondents, suggesting that group criminal activity is a less defining feature of youth gangs in Indian country. One theory for this involves youthful experimentation with gang identity in Indian country.

In Indian country, the characteristics used in defining a youth gang include:

- Claims a turf or territory
- Commits crime together
- Has a leader or several leaders
- Has a name
- Displays or wears common colors or other insignia
- Hangs out together

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TYPES OF CRIMINAL GANGS

Traditional Turf-Based Gangs.

Groups of young people (juveniles and/or adults) . They have a name, a leader or leaders, and they have developed some identifying signs such as similar clothing style, colors, and / or hand signs. The group is associated with a territory which it defends against rival gangs. Offenses include vandalism, (graffiti) and assault. Offenses may include shootings and homicides. Turf and gang rivalry are the key identifying characteristics.

Gain-oriented (entrepreneurial) Gangs.

Groups of people (juveniles and/or adults) with a name and a leader or leaders, who repeatedly engage in criminal activities as a group and individually, for economic gain. Offenses may include robbery, theft, and distribution and sale of controlled substances.

Violent/Hate Gangs.


Groups of people (juveniles and/or adults) with a name and a leader or leaders, who collectively engage in acts of violence toward groups or individuals. Geographical turf and material gain appear to be of secondary importance, if present all. Offenses may include serious assaults and homicides.

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Why do kids join gangs?

Risk Factors

- Negative life events
- Positive values about drugs/availability of drugs
- Association with delinquent peers
- Low school commitment



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WHY DO KIDS JOIN GANGS?

Although most youth do not join gangs throughout adolescence, gangs do claim a sizable number of youth. Gang involvement is greater among high-risk youth and in communities where gang activity is prevalent.


No single risk factor or set of factors can successfully predict which youth will become gang members, but there are certain risk factors associated with gang membership:

- Negative life events
- Positive values about drugs/availability of drugs
- Association with delinquent peers – youth who reported having delinquent peers were more likely to report gang membership
- Learning disabilities
- Low school commitment

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Youth Gangs in Indian Country Survey

Figure 1: Number of Federally Recognized Indian Communities in the United States, 2000, by State



Source: Tribal enrollment list from the Bureau of Indian Affairs, submitted to NYGC in 2001.

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YOUTH GANGS IN INDIAN COUNTRY

Each year since 1995, the National Youth Gang Center (NYGC) has surveyed law enforcement agencies throughout the country about gang activity. However, tribal police departments were not included in the survey sample, and detailed data about youth gang activity in Indian country was largely absent.

In 2001, NYGC developed and implemented the 2000 Survey of Youth Gangs in Indian Country. All federally recognized Indian communities were surveyed to measure the presence, size, and criminal behavior of youth gangs in their communities. Results of the Navajo study were included in the NYGC Survey of Youth Gangs.

At the time the survey was developed, there were 577 Indian communities in the United States, comprising 561 federally recognized tribes. The survey defined an Indian 'community' as: **persons of American Indian, Alaska Native, or Aleut heritage who reside within the limits of Indian reservations, pueblos, Rancherias, villages, dependent Indian communities, or Indian allotments, and who together comprise a federally recognized tribe or community. Communities also included people who have been recognized by the U.S. government as a tribal or tribal community, but who do not occupy tribal trust, tribally owned, or Indian allotment lands...**

Large reservations or more populous tribes located on either a contiguous single piece of land or noncontiguous pieces of land may include towns of various sizes and areas of more dispersed population. Outside of Indian country, these towns and rural areas might be considered separate communities. However, because of the residents' tribal connection, they were all considered members of one community for the Youth Gang survey.

Slide 43



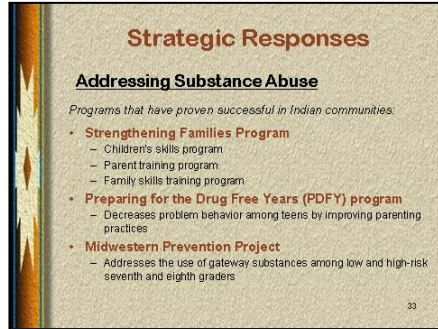
STRATEGIC RESPONSES: DELINQUENCY PREVENTION

The current understanding of gang problems in Indian country shows that those communities appear to experience gang problems similar to those in less populated communities throughout the nation. Based on that finding, it is possible to recommend prevention, intervention, and suppression programs for Indian communities by considering programs that have successfully targeted delinquent activity and gang involvement in the general population.

Delinquency prevention programs that help youth develop social skills; provide opportunities to use them; and recognize youth for successfully implementing them may help prevent delinquency involvement. However, while such programs have shown promise, most of them have not been tested with an Indian population, and may need to be adapted to better address issues faced by Indian populations.

There are a wide variety of classroom violence prevention curriculums are in use in schools across the country, with many having proven effective, and which have reasonable potential for implementation in Indian country, particularly in the more populated areas. In general, these programs are designed to build knowledge, change attitudes, and enhance youth skills for acting against violence, as well as teaching children about the nature of violence and its consequences. Such programs may use peer mediation, team-building activities, small group work, and role-playing activities.

Examples of these programs may be found in the Youth Gangs in Indian Country publication (March 2004) of the OJJDP of the U.S. Department of Justice.



**STRATEGIC RESPONSES:
ADDRESSING SUBSTANCE ABUSE**

One of the most compelling survey findings was the magnitude of social problems reported, in particular the number of committees noting alcohol abuse and drug abuse as a significant problem (90% and 88%, respectively). Because of these facts, prevention in these areas is particularly pertinent to the Indian population.

The National Institute on Drug Abuse has identified some effective programs for preventing drug abuse and antisocial behavior among children and adolescents, some of which have been implemented with Indian populations and have shown good potential for success.

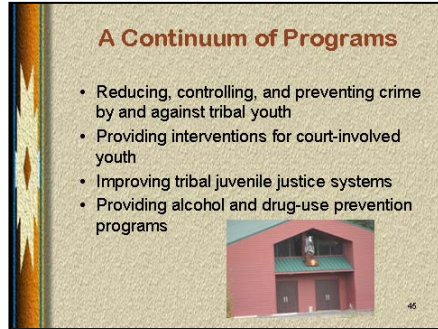
The **Strengthening Families Program** is a 7-week curriculum designed to bring parents together with their 10- to 14-year old children, with the goal of reducing substance abuse and other problem behaviors in youth. It contains three elements: a children's skills program, a parent training program, and a family skills training program. Evaluations show that youth who completed the program had significantly lower rates of alcohol, tobacco, and marijuana use than youth in the control group. Other positive outcomes: reductions in family conflict, improvement in family communication and organization, and reductions in delinquency.

The **Preparing for the Drug Free Years (PDFY)** Program decreases problem behaviors among teens by improving parenting practices to reduce risk factors and increase protective factors. The program aims to empower parents of children ages 8 to 14 to reduce the likelihood that their children will abuse drugs and alcohol or develop other common adolescent problems. It has been used successfully with American Indian families.

The **Midwestern Prevention Project** has had success in preventing the use of gateway substances (alcohol, cigarettes, and marijuana) among low- and high-risk seventh and eighth graders. The program addresses these five risk factor areas:

- All students are offered individual skills training
- Parents are provided training and opportunities for direct involvement with their children and their children's schools
- Peers are involved in positive modeling
- The school is the central component for drug prevention programming
- Community policies and social norms about drug use are modified and clarified to set and reinforce clear behavioral standards

Slide 45



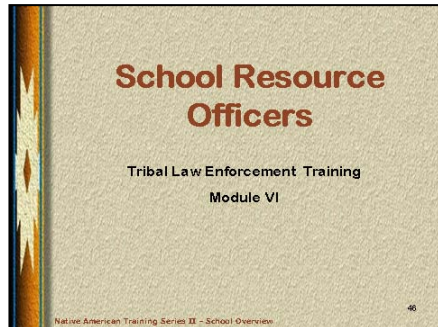
A CONTINUUM OF PROGRAMS

Grant programs have been implemented to help Indian country communities develop prevention, intervention, and suppression programs that address juvenile delinquency, violence, and victimization. OJJDP's **Tribal Youth Program** (TYP) is dedicated to preventing and controlling delinquency and improving the juvenile justice system in American Indian communities. TYP works to meet the unique needs of individual communities by:

- Reducing, controlling, and preventing crime by and against tribal youth
- Providing interventions for court-involved youth
- Improving tribal juvenile justice systems
- Providing alcohol and drug-use prevention programs

As of 2004, nearly 200 tribal communities had received TYP funding.

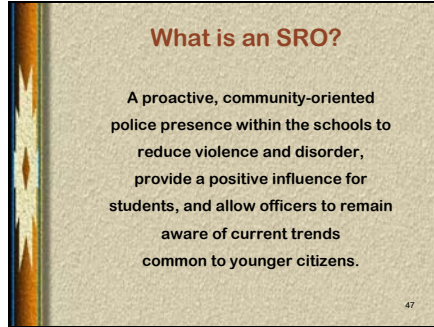
Slide 46



SCHOOL RESOURCE OFFICERS

The School Resource Officers (SRO) presentation provides vital information on the establishment, enhancement and maintenance of successful School Resource Officer programs. While many tribal communities may not yet have dedicated SRO's many officers work closely with the tribal schools and students. Information contained in this presentation may further facilitate these partnerships and assist in clearly defining roles and responsibilities for school safety.

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WHAT IS AN SRO?

A School Resource Officer (SRO) is a proactive, community-oriented police presence within the public schools to reduce violence and disorder, provide a positive influence for students and allow officers to remain aware of current trends common to younger citizens.

The SRO program is a partnership between the schools and local law enforcement agency to provide a safe and secure learning environment in the public schools.

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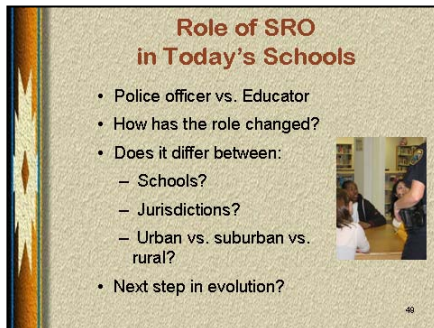


SRO ROLES

A SRO's primary responsibility is to serve as a sworn law enforcement officer within his/her designated school(s). Secondary responsibilities include serving as a mentor, instructor and positive role model to students.

The SRO program is a true partnership between the police department and school personnel; SROs shall strive to work closely and cooperatively with the school's teachers, guidance counselors and administrators.

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ROLE OF SRO IN TODAY'S SCHOOLS

NOTE TO FACILITATOR: Often disagreements or even conflict arise between schools and law enforcement agencies due to differing perceptions of the role of the SRO in school.

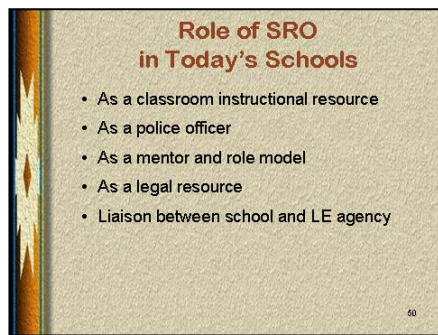
The next few slides will involve discussion activities.

DISCUSSION ACTIVITY:

Ask participants to discuss these various issues including:

- How might they impact the relationship between the agencies or individuals involved?
- How has the role of the SRO changed over the years? Are the duties and responsibilities different now after Columbine and 9-11 than before the attacks?
- How does the role of the SRO change depending on the school, its location, leadership or community expectations?
- What do you consider the characteristics of the "Ideal" SRO?
- What is the next step in the evolution of SROs?

Slide 50



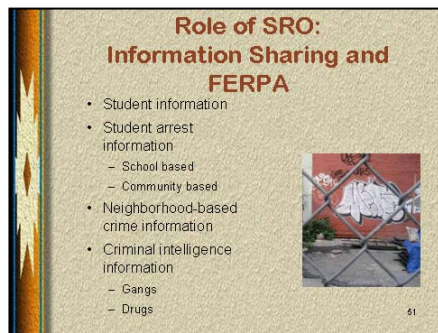
**ROLE OF SRO IN TODAY'S SCHOOLS,
CONT.**

DISCUSSION ACTIVITY:

Participants should discuss the various duties of a typical SRO (classroom instructional resource, police officer, mentor, role model, legal resource, liaison) and how the SRO should best fulfill the various expectations.

What other duties are incumbent on an SRO?

Slide 51



**ROLE OF SRO: INFORMATION
SHARING AND FERPA**

DISCUSSION ACTIVITY:

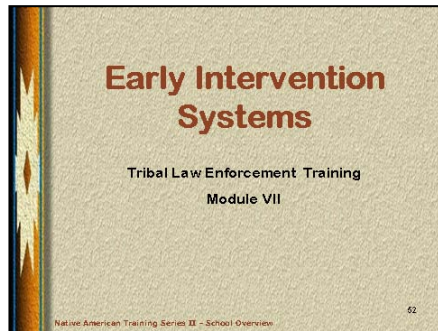
This discussion should focus on information sharing by educators and law enforcement officials. Participants should discuss their individual roles and their responsibilities (obligations or prohibitions) of exchanging information regarding crime and safety on campus.

Facilitators should ensure that participants are aware that the Family Educational Rights and Privacy Act (FERPA) allows much more freedom to share information than many schools assume. Personal observations and conversations with a student, for instance, fall outside FERPA; teachers and administrators who observe troubling behavior are not restricted from telling other administrators, law enforcement or parents what they observe.

Communication regarding safety is allowed, since FERPA applies to written educational records. FERPA also has a “Safe Harbor” provision that “if information is provided in good faith for the safety of the community, disclosure is allowed.

FERPA does not apply to students who have reached the age of 18 or who have begun attending a post-secondary educational institution, regardless of age; at that time, FERPA rights transfer from the parent to the student.

Slide 52



EARLY INTERVENTION SYSTEMS

This presentation will address the aspect of early intervention in order to foster a climate of safety within schools.

Participants will review warning signs and indicators of school violence, learn how to collect and analyze data in order to determine if and when various types of interventions should be utilized, and how to implement proactive intervention systems.

Slide 53




WARNING SIGNS

In almost every violent confrontation on campus, the offender has given others students, teachers, friends, or family members numerous warning signs of potential violent behavior. There are nearly always warning signs of problems to come. The following slide will examine some early warning signs; remember that these are just examples and are not all-inclusive.

Early Warning Signs

- Social withdrawal
- Excessive feelings of isolation, rejection
- Being a victim of violence
- Low interest in school/ poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of hitting, intimidation, bullying behaviors
- History of discipline problems



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EARLY WARNING SIGNS

Early warning signs, *especially when presented in combination*, indicate a need for further analysis to determine an appropriate intervention.

No one sign alone is sufficient for predicting aggression and violence. It is potentially harmful to use early warning signs as a sort of checklist against which to match individual children. These signs should be used only for identification and referral purposes so that trained professionals can make diagnoses in consultation with parents/guardians.

Early warning signs for violent behavior may include:

- **Social withdrawal** – often stems from feelings of depression, rejection, persecution, unworthiness, lack of confidence.
- **Excessive feelings of isolation, rejection, persecution.** Most children who appear isolated, friendless, or rejected are not violent. But in some cases feelings of isolation and having no friends can be linked to aggressive and violent behaviors.
- **Being a victim of violence/threats of violence.** Children who are victims of violence, whether in school or in the home, are sometimes at risk of becoming violent themselves.
- **Low interest in school/poor academic performance.** It is important to consider whether there is a drastic change in performance, or whether poor performance becomes chronic. Sometimes continuing frustration with an apparent inability to learn may result in acting out and aggression.
- **Expression of violence in writing and drawings.** Children may produce stories, drawings or other written expressions relating to violent themes that is harmless when taken in context. However, an overrepresentation of violence in writings and drawings, especially when directed at specific individuals, may signal emotional problems and the potential for violence.
- **Uncontrolled anger.** Anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Mildly aggressive behaviors such as constant hitting and bullying, if left unattended, might later escalate into more serious behaviors.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest underlying emotional needs are not being met, with these needs manifested by acting out and aggressive behaviors.

Slide 55



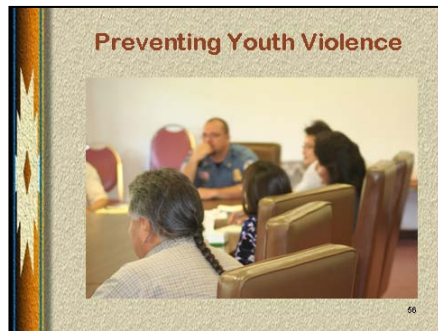
IMMINENT WARNING SIGNS

Imminent Warning Signs may include:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage
- Detailed threats of violence.
- Possession/use of firearms
- Self-injurious/suicidal behaviors

When warning signs indicate that danger is imminent, safety must always be the foremost consideration, and action must be taken immediately by school authorities and possibly law enforcement authorities. Parents should be immediately informed of concerns. School communities have the responsibility to seek assistance from appropriate agencies.

Slide 56

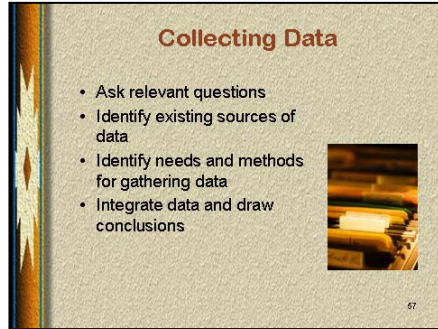


PREVENTING YOUTH VIOLENCE

Preventing youth violence requires the support and contributions of many partners: tribal agencies, government agencies, health departments, nonprofit organizations, schools, and private businesses. Partnerships allow for the collection of data about violence as well as learning about risk factors, developing intervention strategies, and ensuring that effective prevention approaches reach those in need.

On the next few slides we'll discuss factors of problem solving in terms of analyzing the problem of youth violence in order to determine appropriate intervention methods.

Slide 57

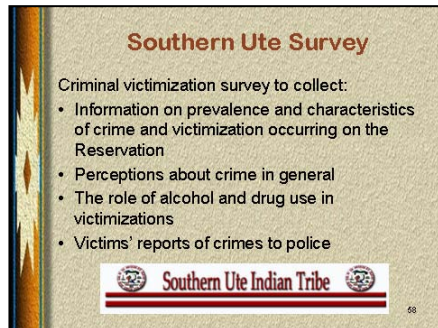


COLLECTING DATA

To determine the best methods of early intervention before violence occurs, it is necessary to collect and interpret data to learn the precise nature of problems and generate appropriate solutions. To effectively analyze a problem, we must:

- Ask relevant questions about victim(s), offender(s), and location(s)
- Identify existing sources of data for each question and gain access to those sources
- Identify needs and methods for gathering data that doesn't currently exist (i.e. student surveys)
- Integrate data and draw conclusions

Slide 58

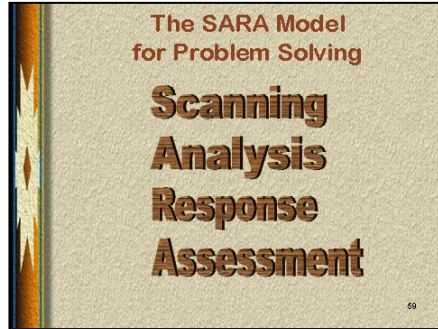


Southern Ute Survey

The Southern Ute Indian Tribe (SUIT) of Colorado has a population of some 1500 tribal members on a reservation spanning about 818,000 acres. The tribe performed a criminal victimization study to collect information on the prevalence and characteristics of crime and victimization occurring on the SUI Reservation, perceptions about crime in general, the role of alcohol and drug use in victimizations, and victims' reports of crimes to police.

Although this study was not related to problems of school safety, it illustrates the use of a survey to collect data relating to a particular concern as a tool to be utilized in designing a response tailored to the problem.

Slide 59



THE SARA MODEL FOR PROBLEM SOLVING

As part of an effort to reduce the high number of convenience store robberies in Newport News, Virginia, police officers worked with researchers to develop a problem-solving model that could be used to address any type of crime or misconduct. The result was the SARA Model, which can be helpful in solving student discipline and crime problems.

The SARA Model has four stages (which will be addressed in the following slides):

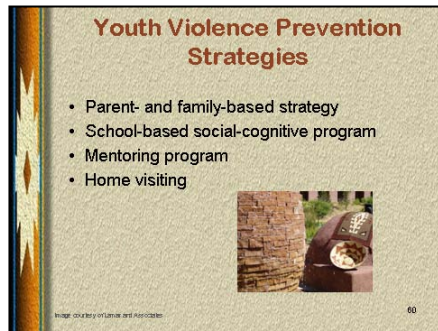
Scanning

Analysis

Response

Assessment

Slide 60



YOUTH VIOLENCE PREVENTION STRATEGIES

Evaluation and research involving some of the nation's leading scientists and experts indicates that there are key strategies that have been found to be successful in preventing youth violence:

- Parent and family-based strategy
- School-based social-cognitive program
- Mentoring program
- Home visiting

Slide 61



FAMILY-BASED STRATEGY

Parent and family-based interventions are designed to improve family relations. Growing evidence reveals that such interventions, especially those that start early and recognize all the factors that influence a family, can have substantial long-term effects in reducing violent behavior by children.

Parent- and family-based interventions combine training in parenting skills, education about child development and factors that predispose children to violent behavior, and exercises to help parents develop communication and conflict-resolution skills. Parents can learn how to nurture and communicate effectively with their children, how to negotiate family rules and consequences, how to praise and reward for good behavior, and how to discipline without violence.

Such interventions should increase parents' sense of control and give them confidence in their interactions with their children and making them accountable in a positive way for improvements in their children's behavior.

Slide 62



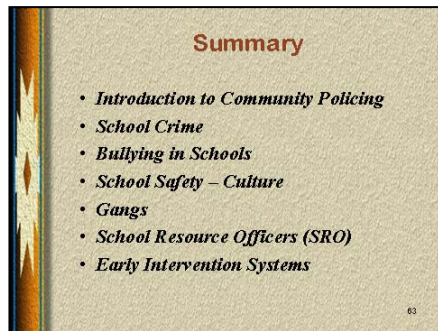
SOCIAL-COGNITIVE INTERVENTION: SKILLS

The intervention selected for a particular school (and the activities and curriculum that comprise it) will depend largely on the ages of the participants, and whether the goal is to change behaviors and attitudes of all students or just of aggressive and violent students.

However, all such interventions typically address the beliefs and attitudes that support aggressive behavior, and teach the following skills:

- Negotiation, critical thinking, and decision making
- Identifying, managing, and coping with feelings, including anger
- Anticipating the consequences of one's aggressive verbal and nonverbal behavior
- Finding nonviolent alternatives to conflict
- Moral reasoning

Slide 63



SUMMARY

Throughout this course, participants have been exposed to an Introduction to Community Policing in tribal communities, and specifically how community-based tribal law enforcement officers interact with the tribal school system; and various issues and concerns relating to school safety.

We have discussed the issues of school crime throughout the nation in order to learn about possible concerns that may manifest themselves in tribal schools. We spent a considerable amount of time discussing bullying in schools, and how to create a culture of safety in the schools. We provided some awareness about gangs, the role of the School Resource Officer in tribal schools, and how early intervention systems may help alleviate potential school safety and security issues.

For more detailed information on these topics, educators can attend the full day NATS II training course, study the Implementation Guide, and review the tools in detail.