

# STAY IN YOUR LANE

**Career Officer John Kimenhour & Administrator Mark Fowler**



# OVERVIEW

- SRO Roles and Responsibilities.
- Community-Oriented Policing in schools.
- SRO Policies and Procedures.
- Education and Youth Engagement.

# SCHOOL RESOURCE OFFICER

- 9.1-101. Definitions
- "**School resource officer**" means a certified law-enforcement officer hired by the local law-enforcement agency to provide law-enforcement and security services to Virginia public elementary and secondary schools.
- "**School security officer**" means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.

# KEY ROLES

- The primary role of the SRO is a law enforcement officer. The law enforcement role includes crime prevention and school safety activities.
- Three other roles have been identified as part of Virginia's SRO Program model:
  - 1) Law-related educator,
  - 2) Community liaison, especially with the justice system,
  - 3) Role model.

# QUALIFICATIONS

- Have experience as a law enforcement officer;
- Have a strong desire to work in a non-law enforcement environment with diverse school aged youth, professional educators, law enforcement personnel, school staff, and parents to solve problems.
- Demonstrate the ability to work cooperatively with school administrators, faculty, staff, students, law enforcement personnel, and citizens in the community.
- Model appropriate behavior for students.

# QUALIFICATIONS (CONT'D)

- *likes kids*, wants to work with kids, and is able to work with kids;
- *has the right demeanor* and "people skills," including being
  - calm,
  - approachable,
  - able to put up gracefully with guff from kids, and
  - patient;
- *has experience* as a patrol officer or road deputy; and
- *has above average integrity*

# QUALIFICATIONS (CONT'D)

- willingness to *work very hard*;
- exceptional *dependability*;
- *teaching* ability; and
- ability to work *independently*

# DUTIES AND RESPONSIBILITIES

- Provide Law Enforcement and Police services to the school and surrounding areas.
- Developing a relationship with Administrators/Faculty.
- Crime Prevention
- Crisis/Safety Team
- Student /Faculty Education - <http://virginiarules.com>
- Threat Assessments/Conflict Resolutions



# SCHOOL LAW AND POLICY

- Review Virginia State Code 22 regarding Schools
- School Laws pertaining to Searches (22.1-279.7)
- School Violation or Criminal Violation?
- K-9 Drug Searches (Principal can refuse)
- Remember the building is ultimately under the supervision of the Principal.
- Interviewing Student/Juveniles w/out Parents?

# SSO/SRO ROLES

School Security Officer	School Resource Officer
A school employee	A law enforcement agency employee
Complying with and guided by local school policies and regulations	Complying with federal state and local statutes
Functions under the direction of local school principal or designee	Functions under the direction of law enforcement command
Primarily assigned to school campus activities	Assigned to school and community activities
Responsible for enforcing school policy	Responsible for enforcing state law
Responsible for detaining individuals	Responsible for custody and arrest in conformance with law
Can search students and others based upon reasonable suspicion	Search must be in accordance with State and Federal law; search typically requires probable cause.
May detain and question students	Laws and custody requirement procedures apply
Act in absence of parents ( <i>in loco parentis</i> )	Act under the standards of law
Use of force should be limited and only used in accordance with local school policy	Use of force is permissible as guided by department policy

# THE DILEMMA

## Report addresses school policing

JustChildren offers list of recommendations to stem 'schools-to-prison' pipeline

BY LOUIS LLOVIO  
Richmond Times-Dispatch

RTD  
1-8-16

A lack of statewide laws and policies on school policing have led to "wildly different" practices across Virginia and students being "funneled" from schools to the court system, according to a new report.

The report created by the Just-Children Program at the Legal Aid Justice Center calls for changes in how security officials deal with is-

suues in schools every day.

"The report is primarily a response to the real experiences of our students and the clear need for comprehensive reform for the well-being of children and schools," said co-author Jason Langberg, an attorney with JustChildren.

The report addresses issues that some in the law enforcement and education communities are grappling with as they try to balance school safety with making sure students get a fair shot at redemption.

The idea is to stem the so-called "schools-to-prison" pipeline.

Students, according to the re-

port's findings, are "being funneled from the school system to the already over-burdened justice system, often for typical adolescent misbehavior, such as 'disorderly conduct' and truancy, which should be handled by school officials."

The issue stems, in part, from a lack of training and direction for school resource officers and school security officers working with young people. In many cases, JustChildren found, "their roles and responsibilities are blurry and vary from school-to-school and division-to-division."

According to the report, princi-  
**SCHOOLS, Page B7**

### 38 percent

Share of school-based complaints for disorderly conduct in Henrico County between September 2014 and January 2015.

### 22 percent

Share of complaints for disorderly conduct in Richmond during the 2013-14 school year.

### 14 percent

Share of complaints for disorderly conduct in Chesterfield County schools in 2013-14.

## Schools

From Page B1

pals are required to report to police more than 40 different acts that happen on school property or at school-sponsored events.

Both school and law enforcement "report that

this requirement is incredibly burdensome, undercuts the exercise of their professional judgment in handling minor offenses and can be distracting from the work of maintaining safety and order in the schools," according to the report.

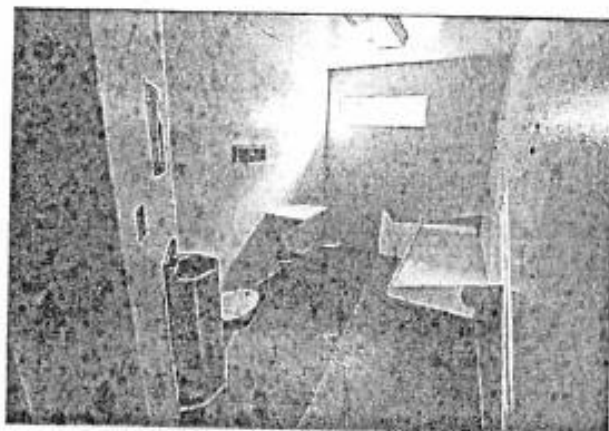
The findings show that exposing students to the juvenile system may cause them to become stigmatized and alienated while raising the odds that they drop out of school.

Those students who are convicted face even more problems, including imprisonment, high court costs and "a plethora of potentially lifelong collateral consequences."

"JustChildren has represented young people whose first contact with the justice system happens at age 12 or 13 as a result of childish behavior that's criminalized with a label of disorderly conduct," Langberg said.

Locally, the authors found that in Henrico County, 38 percent of school-based complaints between September 2014 and January 2015 were for disorderly conduct. For the 2013-14 school year, 22 percent of complaints in Richmond and 14 percent of complaints in Chesterfield County were for disorderly conduct.

Among the suggestions by JustChildren in its re-



2015, P. KEVIN MORLEV/TIMES-DISPATCH

**A study by the Center for Public Integrity last year found that more students are referred to the police and court systems in Virginia than in any other state.**

port, "Protecting Childhood: A Blueprint for Developmentally Appropriate School Policing in Virginia":

- ♦ Clarifying that school resource officers are responsible for enforcing laws and intervening when there are serious threats — not dealing with routine discipline issues or enforcing codes of conduct.

- ♦ Removing misdemeanors and non-crimes from lists of acts that must be reported to law enforcement.

- ♦ Eliminating school-based disorderly conduct charges against students.

- ♦ Requiring school divisions and law enforcement agencies supplying school resource officers to have a memorandum of understanding list-

ing the duties of security personnel.

Now that the report is complete, Langberg said, JustChildren will work to make sure the public knows its findings and will reach out to school systems to discuss adopting the reforms.

The organization also will be active during the upcoming legislative session.

"Over the next few weeks, we'll be closely monitoring all legislation that's introduced," he said. "We're expecting positive movement on at least some of the recommendations, which we'll obviously support."

JustChildren's report comes on the heels of a national study issued last year by the Center for Public Integrity that found

more students are referred to the police and court systems in Virginia than in any other state.

The Washington-based nonprofit group found that 15.8 of every 1,000 Virginia students were sent to some part of the criminal justice system during the 2011-12 school year. That was 1.2 students more than Delaware, which was second, and 3.5 students more than Florida, which ranked third.

In Richmond, police and the school system are in the process of starting a program that would help keep students out of the juvenile justice system.

LIFE — Law Enforcement Intervention Focused on Education — is a diversionary program that allows students to avoid arrest and get the necessary skills to make better decisions.

Students who commit certain crimes, including larceny and minor vandalism, will be eligible to apply for a spot in the program. Those who commit major felonies, including firearm offenses, assaults on faculty and sexual assaults, will still be prosecuted.

The program is expected to launch this month at Armstrong High School.

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# ARTICLE SUMMARY

- School to prison pipeline report (Just Children Program)
- School safety v students getting a fair chance (especially disorderly conduct and truancy)
- Stems from vague rules and training and statewide inconsistencies.
- Administrative reporting of 40 mandated infractions increases police contact which increases drop-out rates.
- Facts and figures: Disorderly 38% Henrico(14/15) 22% Richmond (13/14); 14% Chesterfield (13/14)
- SROs responsible for enforcing laws and serious threats.
- Removing misdemeanors from reporting lists
- Eliminating disorderly conduct charges
- Adopting MOU's
- VA more referrals to police than any other state.
- Alternatives such as LIFE Armstrong HS

IN THE WRATH OF KHAN (1982), SPOCK SAYS, "LOGIC CLEARLY  
DICTATES THAT THE NEEDS OF THE MANY OUTWEIGH THE  
NEEDS OF THE FEW." CAPTAIN KIRK ANSWERS, "OR THE ONE."  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YBDRAVVD2UUI](https://www.youtube.com/watch?v=YBDRAVVD2UUI)



# COMMUNITY-ORIENTED POLICING IN SCHOOLS

- *proactive, solution-based, and community driven*
- collaborative relationships and solve problems
- Collaboration is not an *event* but an ongoing *process*
- Collaboration requires communication and builds trust

# TRADITIONAL VS. COMMUNITY

1. Reactive response to 911 calls.	1. Law enforcement officer is assigned to the school “community.”
2. Minimal school-law enforcement interaction, typically limited to post-incident reporting and investigation.	2. Ongoing school-law enforcement partnership to address problems of concern to educators, students, and parents.
3. Law enforcement role limited to enforcement.	3. Law enforcement role expanded beyond enforcement to include school safety assessment and planning, crime prevention activities, and problem-solving.
4. Law enforcement viewed as reactive responder to incidents.	4. Law enforcement viewed as a partner with the school’s “citizens” (students, teachers, administrators) in addressing concerns.
5. Information sharing minimal and often reluctant.	5. Information sharing valued as an important problem-solving tool.
6. Inconsistent/inadequate enforcement when incidents are not always reported to law enforcement.	6. Consistent responses to incidents result in consistent enforcement – both criminal and administrative/disciplinary.
7. Law enforcement/other emergency responders not always involved with school crisis/emergency planning.	7. School crisis/emergency planning routinely involves assigned SRO, other law enforcement and emergency responders.
8. Effectiveness measured by arrest rates, response times, calls for service.	8. Effectiveness measured by the absence/reduced rates of crime and disorder and declines in fear of crime.



# SRO AUTHORITY

- Law enforcement officers take the lead when there are serious criminal violations;
- School officials take the lead on school violations; and
- If there are SSOs, their role will be specified by the employing school division

# LOT OF CHANGE

..... in 50 years a lot has changed in school .....

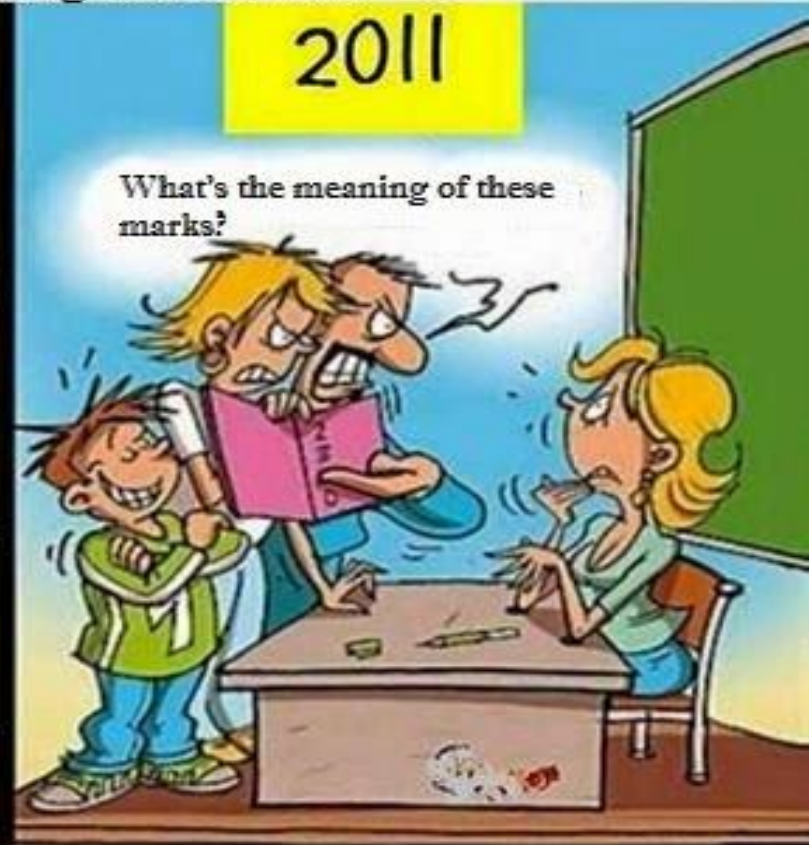
1961

What's the meaning of these marks?



2011

What's the meaning of these marks?



# WHAT'S CHANGED?

- The argument culture urges us to approach the world—and the people in it—in an adversarial frame of mind. It rests on the assumption that opposition is the best way to get anything done: The best way to discuss an idea is to set up a debate; the best way to cover news is to find spokespeople who express the most extreme, polarized views and present them as “both sides”; the best way to settle disputes is litigation that pits one party against the other; the best way to begin an essay is to attack someone; and the best way to show you’re really thinking is to criticize...Conflict and opposition are as necessary as cooperation and agreement, but the scale is off balance, with conflict and opposition over-weighted. – Deborah Tannen “The Argument Culture 1988”

# ARGUMENTATIVE

Students Arguing Starts

With Peers

With Teachers

With Administrators

With SRO

And really starts with the

PARENTS



# WHERE DOES IT COME FROM?

- A sense Of entitlement
- Lack of accountability
- Mom & Dad will get me out of it
- If I argue long enough I'll get my way
- Need for attention
- Feelings of Inadequacy/Inability
- Habit
- Genetics

# IDENTIFY THE BEHAVIOR

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

# SCENARIO 1

- Scenario #1
- Cynthia walks into Health Class. As she sits down, Cynthia overhears Steve, another classmate mutter, "Amazon is here," to Kelly and Melissa. This is the fourth time in two weeks Steve has used the word "Amazon" to refer to Cynthia. She's asked him to stop but he has not. Cynthia skipped Health today and came to talk with you about Steve's behavior.
- - Is this: conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Cynthia?

# SCENARIO #1 ANSWER

- Scenario #1 is an example of bullying. It is bullying because the behavior (calling Cynthia "Amazon") is repeated, Steve's behavior has caused Cynthia to feel unsafe so much so that she skipped class, and Cynthia asked Steve to stop but he did not. Steve's behavior should be reported to an administrator, following your district's protocols.
- Ideas to support Cynthia - Remind her that this is not her fault. Steve is in the wrong. Encourage Cynthia to report Steve's behavior to an administrator. (Additionally, be sure you report it to be in compliance with DASA reporting guidelines.) Check in with Cynthia in the days/weeks afterwards to see how things are going between her and Steve. Help Cynthia brainstorm ways she can avoid contact with Steve. If Cynthia is interested in some student leadership opportunities, help her identify some groups, either in school or community, she can join.



# SCENARIO #2

- Scenario #2
- Terrence, Will, Monika, Jamie, and Tory sit together at lunch. As a joke, every time Tory walks away from the lunch table, one of the other kids picks up her bookbag and moves it to the Main Office. Tory finally catches on after the third time the bookbag is moved. She gets upset after it happens again. You help monitor the cafeteria during their lunch period and notice Tory is acting differently. When you ask her show she's doing, she tells you what happened.
- - Is this: conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Tory?

# SCENARIO #2 ANSWER

- Scenario #2 is an example of rude/mean behavior. The behavior was intentional and it happened more than once but it was not meant to be hurtful. Tory's belongings were not damaged or destroyed as a result of her classmate's behavior.
- Ideas to support Tory - Help her with assertive communication strategies. This will give her the tools to let her friends and others know how she is feeling. Remind the other students to be respectful of other students' belongings. Check in with Tory after a few days afterwards to see how things are going

# SCENARIO #3

- Scenario #3
- Four students, Elise, Maria, Katie, and Beth, are standing outside your classroom. Elise, known to be one of the prettier and seemingly more confident students in her grade, walks up to Beth and comments about Beth's clothing. You overhear Elise say to Beth, "Where did you get that outfit? The dumpster?" You have seen Elise do this a few times in the past few weeks. Beth always replies "Knock it off Elise" and then walks away from Elise. After this latest interaction you notice Katie not laughing along with Maria and Elise like she had in the past. You ask Katie after class how she is doing. Katie tells you she doesn't like how Elise is being rude to Beth but doesn't know what to do about it.
- - Is this: conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Katie?

# SCENARIO #3 ANSWER

- Scenario #3 is an example of bullying. Elise continued to make comments about Beth's clothing after Beth told her to stop. The comments Elise has made are hurtful. Elise's behavior should be reported to an administrator following your district's protocols.
- Ideas to support Katie - Help Katie with some assertive communication strategies to use with Elise and Maria and in other situations where she feels uncomfortable. Find out if Katie has other friends with whom she can hang out. If Katie does not feel connected with other students help her find clubs, afterschool activities, or community groups that interest her.

# SCENARIO #4

- Scenario #4
- Kelly shared her locker combination with Rory in the beginning of the school year. After a while Kelly forgot she told Rory the combination. Without asking Kelly first, Rory started putting his books in Kelly's locker. Rory started doing this after a schedule change made Kelly's locker more convenient. Rory does not move any of Kelly's belongings or share the combination with anyone else. Kelly finds out Rory has been using the locker and is mad. After Music class, Kelly accuses Rory of bullying her. Rory comes to talk with you.
- - Is this: conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Kelly?

# SCENARIO #4 ANSWER

- Scenario #4 is an example of rude behavior. Rory did not damage any of Kelly's property while using Kelly's locker or share the combination. Additionally, Kelly told Rory the combination.
- Ideas to support Kelly - Encourage Kelly to get a new locker. Remind Kelly to keep the combination private. Talk with Rory about asking permission before using someone else's belongings. This is a time when peer mediation can be used. Another option is to allow the girls to talk through their reactions to what happened.

# SCENARIO #5

- Scenario #5
- Alex is a student with whom you have a good rapport. She can walk, but due to a medical condition finds it tiring. Most of the time Alex uses a wheelchair to get around school. After a long weekend, you ask Alex how her break went. She tells you about something that happened at the mall. "I was invited to the mall by my friends, Kasey and Laura. They asked me to meet them at Target at 12pm. I got there at 12 and waited there for a few minutes but didn't see them. Then I got a text saying 'We're @ the pizza plc. Mt us here.' So i went to the pizza place but couldn't find them. A few minutes later I got another text '@ the movies. Mt up with you in 10.' So I went to the movies. After waiting a few minutes I got another text 'Going to \*\$. See you in 5.' I went to Starbucks and waited. This time I saw the other girls walking towards me. As they saw me they began to laugh. When I asked what was so funny they showed me a video. It was of me. The girls had been following me around the mall and filmed me going from place to place in my wheelchair." At this point Alex starts to cry. Alex doesn't have any classes with Kasey or Laura. As far as you can tell, Alex doesn't think they have shared the video with anyone else.
- - Is this conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Alex?

# SCENARIO #5 ANSWER

- Scenario #5 is an example of bullying. However, there does not seem to be any impact on Alex's education so it changes how we approach this situation. First and foremost, thank Alex for sharing the events that happened during break. Check with other teachers to see if they have noticed any changes in Alex's behavior. Check in with Alex regularly to see if Kasey and Laura have done anything else. Alex may also need some additional instruction on what is a good friend, how to handle situations where she is being bullied, and let her know adults that can be resources for her. If there is any impact on Alex's ability to participate fully in class as a result of what Kasey and Laura are doing, this needs to be reported to an administrator. It is really important to keep on checking on Alex.



# SCENARIO #6

- Scenario #6
- Roger and Ben are twins at your school. Ben is the more popular of the twins. Frequently Ben and Roger can be heard arguing. Today you overhear Ben say to Roger, "Whatever! You're just pissed that I get to go out on Friday and you're stuck at home. Stop being such a girl about everything!" You do not hear a verbal response from Roger after Ben's comment. You see Roger later on in the day and ask him how his day is going. He responds, "It's okay." You tell him you saw the exchange from earlier today. Roger replies, "I didn't think anyone saw that. I'm sick of everyone thinking Ben is so perfect. That's not even the worst of it. Let me tell you what he did on the bus this morning." Roger continues to tell you how he has been treated by Ben. In the past month Roger was punched, had his personal belongings broken, and has had rumors spread about his sexuality. Roger is furious and says, "I just want to beat him into a coma. Maybe he'd get it then!"
- - Is this conflict, rude, mean, bullying?
- - What other information do you need to make a determination?
- - How do you support Roger?

# SCENARIO #6 ANSWER

- Scenario #6 is an example of bullying. The incidents need to be reported to an administrator in accordance with the reporting guidelines. This situation is a little more complicated because the two students are siblings. However, Ben's actions are impacting Roger at school. Check with other teachers, guidance counselors, administrators, or other school personnel to gain perspective and background information before contacting home. Let Roger know you want to help. After filing the report with an administrator, check in with Roger regularly to see how things are going. Offer Roger non-violent alternatives to express his frustrations towards Ben.

# SCENARIO QUICK GUIDE

Scenario Number	Name	How Often	Planned	Who's upset	Control	Responsibility Acceptance	Wanting To Stop Behavior	Resolved by Mediation	Behavior
1	Cynthia	Repeated	Yes	Cynthia	Steve	No responsibility from Steve	Steve won't stop	Probably not as Steve thinks he's funny	Bullying
2	Tory	Repeated	Yes	Tory	Others	Not meant to be hurtful. A joke (no damage)	All parties Teachable moment	Yes	Rude /Mean
3	Katie	Repeated	Yes	Beth	Elise	Hurtful and not taking responsibility	Not really	Probably not due to jealousy?	Bullying
4	Kelly	Repeated	Not intentional	Kelly	Not really	Responsibility taken by Rory	Yes	Yes	Rude
5	Alex	Yes in same day	Yes	Alex	Kasey & Laura	Probably not	Mean girls club	Probably not	Bullying
6	Roger	Repeated	No	Roger	Ben but Roger might hit him so not afraid	Yes	Probably will	Probably due to brothers	Bullying

# PERCEPTIONS

## Different Perceptions

### **Administration**

- Instruction
- Want the kids to graduate
- Need the SRO to be a team player
- Need to know what the SRO is working on to have a handle on my building
- Need the SRO to be visible

### **School Resource Officer**

- The Law
- Want the kids to stay out of trouble
- Admin keep me out of the loop
- There are issues with confidentiality
- Admin ask me to do duties beyond my MOU.

# WHAT CAN WE DO?

## Good Leadership Continuum

Supervising  
Zone

Mentor  
Zone

Coaching  
Zone



Manage Student Behavior

Guide Student Behavior

Support Student Self  
Direction

Give Answers

Agree on plans

Listen

Give Direct Feedback

Give and receive feedback

Ask questions  
Don't jump to conclusions  
Follow through on  
personal commitments

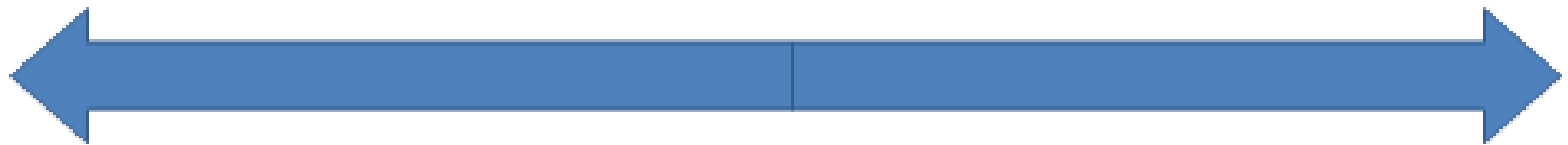
# WHAT CAN WE DO?

## Good Leadership Continuum

Supervising  
Zone

Mentor  
Zone

Coaching  
Zone



Manage Student's Behavior

Guide Student Behavior

Support Student Self-Direction

Give Answers

Agree on plans

Listen

Give Direct Feedback

Give and receive feedback

Ask questions  
Don't jump to conclusions  
Follow through on personal commitments

# STRIKE THE BALANCE

- We find it easy to give direct feedback
- The more difficult aspect is the Coaching Zone
- There are times we will use both.
- Why get to the coaching Zone?

# 1. DON'T SWEAT THE SMALL STUFF

- Do not jump to conclusions

<https://www.youtube.com/watch?v=VmUZcJMIP90>

If you change the way you look at things, the things you look at change.

Wayne Dyer (Author & Motivational Speaker)



## 2. PRACTICE ACCEPTANCE

- “Imagine a wall that's green on one side and red on the other. You stand on one side and only see green. I stand on the other side and only see red. We'll both be right about the color we see, even though we disagree on what color the wall is. Being able to realize that the other person has a valid point, even if you disagree with it, that's maturity.”

Oliver Gaspirtz (German Cartoonist and Author)

- Don't bring your own baggage!!

# WHERE YOU COME FROM YOUR VALUES

- Browse the words on the page
- Circle the 10 words that most apply to you
- Do not overthink
- Do not second guess
- Have a second look and change as needed

# 3. EXERCISE PATIENCE

- “You cannot control your reaction and your first thought but you can control your second thought”
- Gilson Olivera (Author)

“Conflict is Inevitable, but combat is optional.”

Max Lucado (The Grace for the Moment, 2000)

# 4. REMEMBER EVERYONE WANTS PEACE .....EVENTUALLY!

“Behind the cloud the sun is still shining”

Abraham Lincoln

“When things go wrong, don’t go with them”

Elvis Presley

## 5. CONGRUENCE OF EXPECTATIONS

“Quarrels would not last long if the fault were only on one side”

Duke Francois de la Rochefoucauld  
(French Nobleman and Writer)

# 6. DO NOT LET IT GET PERSONAL

“Don’t find fault. Find a remedy”

Henry Ford

“Our task is not to fix blame for the past, but to fix the course for the future”

John F. Kennedy

# 7. SOLVE THE PROBLEM NOT WIN THE FIGHT

“An eye for an eye will only make the whole world blind”

Mahatma Gandhi

“Speak when you are angry and you will make the best speech you will ever regret”

Ambrose Pierce (American Editorialist)

# 9. LEAVE IT IN THE PAST

“Learning to ignore things is one of the great paths to inner peace.”

Robert Sawyer (Canadian Author)

“The only people with whom you should try to get even are those who have helped you.”

John E. Southard (American Author and Professor)



# 8. LISTEN

“Courage is what it takes to stand up and speak.  
Courage is also what it takes to sit down and listen.

Winston Churchill

<https://vimeo.com/124373537>

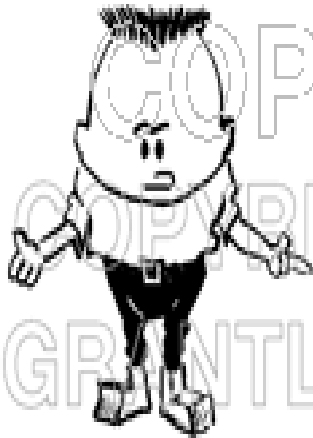
My wife!

# 10. REALIZE THEY LIVE IN A DIFFERENT WORLD

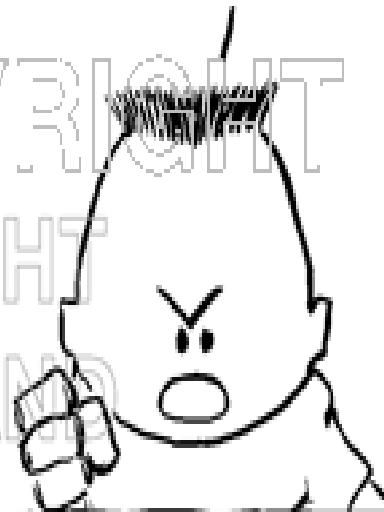
GRANTLAND®

1863

COMPUTERS, VIDEOS,  
DVDs, MULTIMEDIA --



I'M OPPOSED TO ALL OF THIS  
FANCY, SCHMANCY STUFF  
IN EDUCATION.



WE NEED TO GET BACK TO  
BASICS, MAKE EDUCATION  
WHAT IT USED TO BE --



BORING.



1863

# WHAT WE ARE TRYING TO DO IS GIVE STUDENTS PTSD

- Positivity
- Trust
- Support
- Direction

# MEMORANDUM OF UNDERSTANDING

- MOUs typically address the purpose(s) of establishing the SRO program, general roles and responsibilities of the schools and law enforcement agency, the general chain of command and channels of communication, and schedule for reviewing/updating the agreement. More comprehensive MOUs may address such issues as assignment of SROs, duty hours, specific duties, qualifications, training requirements, and dress code.

# ALTERNATIVES

THESE GUYS WERE FOUND FIGHTING INSIDE THE SCHOOL. AS A PUNISHMENT FOR FIGHTING, THEY WERE GIVEN A CHOICE. THE OPTIONS? SUSPENSION OR HOLDING HANDS FOR AN HOUR.



Recreated by stupid\_love for @fuzzy :)

@fuzzy profile

# STANDARD OPERATING PROCEDURE

- Standard operational procedures (SOPs) are developed by the law enforcement agency and contain more detailed procedural guidance.

# REPORT WRITING

- Date/time SRO notified/called
- Location of incident
- What happened (brief)
- Staff members involved/witnessing
- Students involved (Suspect, Victim or Witness)
- SRO response
- Initial disposition/time
- Other notes/observations

# DOCUMENTING ACTIVITIES

- Documenting activities allows the law enforcement agency and the school to report on what the SRO actually does. Data used include types of SRO activities, numbers of incident reports, activities that are going well and challenges that exist.
- Incidents/Arrests
- Investigations
- Classroom Presentations
- Meetings (Staff, Parents and Committees)



# LAW RELATED EDUCATION

- helps young people avoid delinquent behavior and develop the knowledge, skills, and attitudes of effective citizens.
- enriches social studies, language arts, and science courses through interactive instructional strategies.
- enhances learning by providing opportunities for young people to participate in and take responsibility for their communities.
- equips young people to confront challenging issues such as substance abuse, crime, and violence.

# VIRGINIA RULES

OFFICE OF THE ATTORNEY GENERAL

## Virginia RULES

Teens Learn & Live the Law

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Now you have a central resource for laws concerning teenagers in the Commonwealth. *Virginia Rules* is an educational program especially designed to help instructors, parents and students understand the law as it applies to teens in their everyday lives.

**News and Events**

Internet 100%

# VIRGINIA RULES

- Virginia Rules is Virginia's state-specific, law-related education program for middle and high school students that became available for use in summer 2009 when an initial set of 17 lessons. Virginia Rules is designed to educate young Virginians about Virginia laws and to help them develop skills needed to make sound decisions, to avoid breaking laws, and to become active citizens of their schools and communities.

# VIRGINIA RULES

- Lessons designed for middle and high school students.
- Instructor resources including an Instructor Guide for teaching Virginia Rules lessons. From the website, instructors can access and download lessons with student worksheets, student topical handouts, and supplemental materials.
- Resource lists designed especially for students, parents, and *Virginia Rules* instructors.
- [www.virginiarules.org](http://www.virginiarules.org)

# ENGAGING YOUTH AND CRIME PREVENTION

- SROs can play an important role in engaging youth in school safety and other crime prevention activities in their school and/or community.
- **Youth for Justice Program, U.S. Department of Justice** <http://www.ojjdp.gov/>
- **Teens, Crime, and Community (TCC)**  
<http://www.ncpc.org/programs/teens-crime-and-the-community/about-tcc>

# WATCH D.O.G.S.

(DADS OF GREAT STUDENTS)

- Started in Chesterfield at Curtis Elementary in 2010.
- Has grown to 28 out of 36 Elementary schools
- Curtis Elementary has an average of 4 days a week coverage.
- Program paid for by PTA.
- <http://www.fathers.com/watchdogs/>

# RECOMMENDATIONS

## Recommendations

### Local Level

- Build Relationships especially with at least one Admin
- Have SRO office in main office
- Attend admin meetings
- Attend PLT meetings
- Be visible
- Be approachable
- Remember their kids but don't be soft
- Coach
- Build a nice deck and get a KEGORATOR!!!!!!

### District or State

- Choose wisely/Personality
- hiring SRO specificity
- Training pre & ongoing
- Use internal resources
- Vague MOU don't tie hands too tightly
- Support and TRUST SRO through correct hiring
- Hire and Pay John and I lots of money to organize and administer the coaching trainings Statewide.

# IT'S NOT SO BAD

The sun was sinking low over the water when he said,

"Dad? Let's throw the football. Stand over there and I'll stand here. That way the sun won't be in either of our faces." We passed the ball back and forth in silence. Then he said,

"I'm going long."

"Go!" I answered. He turned, running hard, all elbows and knees as I arched the ball high into the air. It spiraled perfectly, then settling softly over my son's left shoulder as he caught it and fell dramatically onto the sand.

"Touchdown!" he yelled.

He sat up and said, "Dad! Stop!" I did.

"Look!" he insisted as he came closer. He grinned widely. I chuckled as I noticed the gap where his two front teeth used to be.

"Dad, don't you see?" he said. I shook my head, mystified.

"No," I told my boy. I did not see.

"Well," he began, "think about it... The sun went down, so it's not in anybody's eyes, but it is still light enough to throw the football. The sand is soft enough to fall on, and the temperature is not too hot and it's not too cold. And it's just you and me here together."

"Dad," he said, "it's just perfect."

And it was.

As I sit here today in what the world calls the "middle age" years of my life, I ask, "How many moments have I missed that were just perfect? I want to live a happy life, one for which I am grateful and acutely aware of time well spent. From this day forward, I will notice the joy on a child's face, not the chocolate left on the couch. I will notice clean sheets, the roof over my head, and see opportunities to help or teach. And though I will continue to question, to grow, and to learn, I know now that I must never again let a special moment pass without reminding myself, that this, right here, right now...is just perfect.



# WRAP UP

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Career Officer John Kimenhour

Unit # 272

School Resource Officer

Chesterfield County Police  
Department

Thomas Dale High School

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