# JUVENILE JUSTICE

## WORKING TOGETHER TO
## STRENGTHEN NORTH CAROLINA’S YOUTH AND FAMILIES

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On behalf of the Department of Public Safety, Juvenile Justice Section, I am pleased to present you with our 2018 Annual Report. This year’s report highlights the successes of the juvenile justice system in North Carolina and looks to the future of the system under the historic raise the age legislative change coming in 2019.

The juvenile justice system in North Carolina strives to connect with our partners in community-based programs, courts, schools, mental health, social services and law enforcement to find the right service, for the right child, at the right time. The Juvenile Justice Section itself is comprised of three major units: Court Services, Community Programs and Facility Operations. These three units combine to create a comprehensive approach to preventing, intervening and responding to youth delinquent behavior. The effectiveness of this system is defined by the collaborative approach made by these three units to create safer communities and work with our state’s most at-risk populations by providing them with tools they need to be successful.

Success is just what we are seeing, as you will see in this year’s report. Some examples of success include the year’s historically low juvenile crime rate; the reduction of our state’s reliance on confinement to instead rely on more effective, and more cost-efficient alternatives; and the creation of safer schools and communities. This year’s report shows that juvenile crime is now at 16.18 acts per 1,000 juveniles who live in our state – the lowest rate of juvenile crime recorded since North Carolina’s began tracking juvenile crime. Youth development center commitments continued to be extremely low and have fallen 46% since 2010. In addition, juvenile detention admissions decreased again and are down 62% since 2010. Finally, the overall number of school-based complaints has dropped 35% since 2010. By these measures juvenile justice programming is proving to be an excellent investment.

In addition to achieving these outstanding outcomes, the Juvenile Justice section continued planning for the largest change in the juvenile justice system in a generation: Raise the Age. The change in the upper end of juvenile jurisdiction for most juvenile offenses from 16 years old to 18 years old, more commonly called Raise the Age, will go into effect Dec. 1, 2019. The Juvenile Justice section spent 2018 planning for the successful implementation of this change. Planning activities included establishing new Court Services positions; developing programming for older youths; meeting with stakeholders to educate them on how the increased age of juvenile jurisdiction will affect their agencies and listen to their concerns; developing the necessary legislative fixes to the Raise the Age legislation in connection with the Juvenile Jurisdiction Advisory Committee; and generating funding recommendations for Governor Cooper and the General Assembly to include in their upcoming budget proposals.

As we move towards this historic change in the juvenile justice system, I am optimistic and inspired by the hard work taking place across the state to ensure we are ready to serve this new population under Raise the Age. Juvenile Justice professionals look forward to building upon our strong foundation of success to expand our services to all children and families who need them, in support of a safer, stronger North Carolina for years to come.

William Lassiter, Deputy Secretary Division of Adult Correction and Juvenile Justice
2018 – The Year of Preparation

For Juvenile Justice, 2018 was a year of planning and preparation, for a milestone that in the years before 2017 had seemed unreachable: the increased age in juvenile jurisdiction, from age 16 to 18.

Following enactment in 2017 of ‘Raise the Age’ legislation, Deputy Secretary William Lassiter and a dedicated staff of professionals from every discipline within Juvenile Justice spent countless hours in 2018 working through the necessary logistics—many listed below—to prepare North Carolina’s juvenile system for implementation of Raise the Age on Dec. 1, 2019.

- Court Services successfully hosted/concluded a number of Community Awareness Forums in preparation for the Dec. 1, 2019, launch of Raise the Age. Stakeholders across all 100 counties included state, regional and local law enforcement; elected officials; legal professionals; social services staff and members of the general public. These sessions provided a grassroots opportunity for Deputy Secretary William Lassiter to explain the Raise the Age legislation and answer questions/concerns regarding its implementation.

- During spring 2018, Community Programs staff facilitated six regional training sessions on Raise the Age (in partnership with the North Carolina Association of Community-Based Alternatives for Youth) to engage Juvenile Crime Prevention Council local members, JCPC-funded program providers, state-contracted providers and other stakeholders.

- Court Services initiated an internal safety survey to understand and address concerns staff may have for handling the older population (16-17-years-old) when Raise the Age becomes daily operating procedure. Results from the survey facilitated discussions, centered upon additional needs for safety procedures/protocols/equipment, as well as a video series from Deputy Secretary William Lassiter discussing many of the staff concerns.

- In conjunction with local School Justice Partnerships, Community Programs developed a plan to support expansion of services to meet the needs of 16-17-year-olds via restorative justice programming as diversion and intervention programming resources. Additionally, they developed a two-tiered JCPC planning process to promote quick and responsive action to program development and capacity.
- To support Raise the Age strategic planning efforts, the Crisis and Assessment Center (Insight) model located at D Cottage on C.A. Dillon’s campus is relocating to E Cottage. Juvenile Community Programs has partnered with Central Engineering for planning and design renovation of E Cottage on Dillon’s Campus. Site completion is scheduled for September 2019.

- Community Programs worked with the Re-entry/Step-down workgroup to explore the establishment of an evidence-based, residential reentry and vocational service model to meet the needs of the older juvenile population that will join us Dec. 1, 2019. A total of 10 different program models were garnered from the RFP that was developed.

- The section’s Allocation & Strategic Planning workgroup, focused upon the JCPC allocation formula to address how JCPC funds should be distributed across North Carolina’s 100 counties in anticipation of the increased need for JCPC funding to serve the incoming 16 and 17-year-old population.

- Health Services completed a major review and revision to the Medication Administration Training Curriculum for Direct Care Staff. This training has now been reformatted for LMS and offers 24/7 access to training and review for staff and supervisors. The outcome has been consistent, accessible training and guidance to center direct care staff in the administration of oral medications (at times when a RN is not available or on campus). With the anticipated increase in older youth (likely with additional medications) this was a labor-intensive project, but critical to have in place moving forward.

- Health Services is currently in discussions with a university medical school to provide services and a clinical site for residents when the C.A. Dillon facility reopens in early 2020.

- Facilities Operations spent a significant amount of time and effort in 2018 developing a strategy to provide the additional beds needed to house the older population coming with the increased age of juvenile jurisdiction. Rehabbing and reopening currently closed youth facilities, contracting with county detention centers around the state and building new facilities, are among the many options they explored.

- Increasing educational and vocational opportunities and partnerships, designed to provide the emerging adult population a post-release avenue for reentry into communities (and the workforce) statewide, was a high priority item for Facilities Operations in 2018.
The progress made in the year running up to implementation of the new law came as the dedicated staff of Juvenile Justice continued a commitment to excellence in serving children connected to the juvenile justice system.

## Community Programs

- Collaborated with DHHS staff in a strategic planning process to develop a sustainability plan for a statewide, positive parenting skills intervention program (Triple P). This program will help reduce family risk factors for child maltreatment by addressing both youth behavioral issues and providing needed parenting skills. This program exhibits the potential to significantly reduce many factors that contribute to juvenile offenses. If successful, the program will provide statewide services, so all North Carolina families would have access.

- Completed phase I of coding in NCALLIES to support electronic communication with the North Carolina Accounting System (NCAS). This system now supports electronic email notifications to Community Programs and accounts payable staff at various points of data review and approval. Users are now able to create summary documents and reports through the greater ease of data transference.

- Quality of Service, an element of SPEP scoring was completed in Fall 2018 for all state level contracts. SPEP implantation calls for full integration of SPEP into all Community Programs evaluation and monitoring practices.

## Results First Initiative

Began working with the Pew-MacArthur [Results First Initiative](https://www.pewtrusts.org/en/initiatives/resultsfirst), a project of the Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation, to implement benefit-cost analysis for state decision-makers. Findings will help direct resources to programs that work.

- The Office of State Budget and Management (OSBM) serves as the lead agency coordinating Results First process implementation, while Juvenile Justice aggregates and analyzes the data.

- Juvenile Justice leadership and program staff, along with OSBM representatives, have begun the process of moving through a structured four-step process to identify evidence-based programs that yield returns on the investment of state dollars. The four-step process includes:
  1. creation of an inventory of currently funded contractual programs;
  2. matching programs to available evidence;
  3. conducting benefit-cost analysis to determine return on investment;
  and 4. analyzing results and informing stakeholders.

- This initiative works well in concert with service matching, whereby a juvenile’s individual risk and needs are matched with programs that experience the lowest recidivism rates/best outcomes for youth. By taking into consideration the needs of the juvenile, and the effectiveness of the program, Juvenile Justice can better serve public safety through effective policies and results.
Community-based programs offered successful alternatives to commitment for high-risk youth. JCPC programs served 21,248 youth last year.

At-Risk Recidivism Rate: 21%
3-years post-admission
### Most Prevalent Diagnoses within contract residential population

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma-and-Stressor-Related Disorder</td>
<td>16%</td>
<td>57%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Depressive Disorder</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Conduct Disorder</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Cannabis-Related Disorder</td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td></td>
<td>35%</td>
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</tbody>
</table>

### JCPC Youth Served by Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restitution/Community Service</td>
<td>5,071</td>
</tr>
<tr>
<td>Interpersonal Skill Building</td>
<td>3,993</td>
</tr>
<tr>
<td>Teen Court</td>
<td>3,279</td>
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<tr>
<td>Juvenile Structured Day</td>
<td>1,495</td>
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<tr>
<td>Tutoring/Academic Enhancement</td>
<td>1,358</td>
</tr>
<tr>
<td>Parent/Family Skill Building</td>
<td>1,147</td>
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<tr>
<td>Assessments</td>
<td>842</td>
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<tr>
<td>Individual Counseling</td>
<td>752</td>
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<tr>
<td>Mentoring</td>
<td>637</td>
</tr>
<tr>
<td>Experiential Skill Building</td>
<td>562</td>
</tr>
<tr>
<td>Meditation/Conflict Resolution</td>
<td>540</td>
</tr>
<tr>
<td>Temporary Shelter Care</td>
<td>308</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>303</td>
</tr>
<tr>
<td>Runaway Shelter Care</td>
<td>250</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>177</td>
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<tr>
<td>Home-Based Family Counseling</td>
<td>156</td>
</tr>
<tr>
<td>Vocational Skills</td>
<td>107</td>
</tr>
<tr>
<td>Sexual Offender Treatment</td>
<td>84</td>
</tr>
<tr>
<td>Group Home Care</td>
<td>80</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>77</td>
</tr>
<tr>
<td>Specialized Foster Care</td>
<td>28</td>
</tr>
<tr>
<td>Temporary Foster Care</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,248</strong></td>
</tr>
</tbody>
</table>
## Youth Served in Community Programs

### Program Funding

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCPC Funds</td>
<td>21,248</td>
</tr>
<tr>
<td>Community-Based Contractual Services</td>
<td>510</td>
</tr>
<tr>
<td>JCPC Alternatives to Commitment Programs</td>
<td>157</td>
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<tr>
<td>Residential Contractual Services</td>
<td>712</td>
</tr>
<tr>
<td>JCPC Level II Dispositional Alternative</td>
<td>289</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,916</strong></td>
</tr>
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</table>

### Contract Residential Facilities

<table>
<thead>
<tr>
<th>Residential Program</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis and Assessment Centers (Bridges, Insight and Western Area Multipurpose)</td>
<td>302</td>
</tr>
<tr>
<td>Eckerd Short-Term Residential Program</td>
<td>225</td>
</tr>
<tr>
<td>WestCare Female Residential</td>
<td>56</td>
</tr>
<tr>
<td>Multipurpose Group Homes</td>
<td>102</td>
</tr>
<tr>
<td>Craven and North Hills Transitional Homes</td>
<td>27</td>
</tr>
<tr>
<td><strong>Residential Total</strong></td>
<td><strong>712</strong></td>
</tr>
</tbody>
</table>

### JCPC Youth Served by Legal Status

<table>
<thead>
<tr>
<th>Legal Status</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjudicated Delinquent Disposition Pending</td>
<td>158</td>
</tr>
<tr>
<td>Adjudicated Undisciplined Disposition Pending</td>
<td>108</td>
</tr>
<tr>
<td>Commitment</td>
<td>18</td>
</tr>
<tr>
<td>Continuation Services</td>
<td>20</td>
</tr>
<tr>
<td>Court Counselor Consultation</td>
<td>389</td>
</tr>
<tr>
<td>Deferred Prosecution</td>
<td>356</td>
</tr>
<tr>
<td>Diversion Plan/Contract</td>
<td>4,338</td>
</tr>
<tr>
<td>Interstate Compact for Juveniles (ICJ)</td>
<td>5</td>
</tr>
<tr>
<td>N/A – No Juvenile Justice Involvement</td>
<td>10,562</td>
</tr>
<tr>
<td>Petition Filed</td>
<td>550</td>
</tr>
<tr>
<td>Post Release Supervision</td>
<td>34</td>
</tr>
<tr>
<td>Probation</td>
<td>4,438</td>
</tr>
<tr>
<td>Protective Supervision</td>
<td>272</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,248</strong></td>
</tr>
</tbody>
</table>
2018 marked the lowest juvenile crime rate since North Carolina began reporting juvenile data.

### Court Services

- Hosted the National Partnership of Juvenile Services (NPJS) National Conference in Greensboro. Juvenile justice professionals from around the globe attended and shared ideas and solutions on a number of topics.

- Involved in creating a pilot program to develop better communication and collaboration between Juvenile Justice and Community Corrections. The joint group will develop shared assessment, intervention and programming plans for youth who are involved in juvenile justice and have a parent/guardian involved in the adult system. This initiative goes live in 2019 across several counties including Gaston, Durham, Nash, Edgecombe and Wilson.

### 2018 Juvenile Complaints

Juveniles can receive multiple outcomes (e.g., a complaint that was originally diverted, could later result in being approved for court). In 2018, these scenarios led to a juvenile count for the “APPROVED FOR COURT,” “DIVERTED” and “CLOSED” classifications to total 11,136 youth, with 23,580 filed complaints.

<table>
<thead>
<tr>
<th>Year</th>
<th>Delinquent Complaints</th>
<th>Status Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>37,343</td>
<td>27,55</td>
</tr>
<tr>
<td>2011</td>
<td>37,049</td>
<td>26,08</td>
</tr>
<tr>
<td>2012</td>
<td>34,750</td>
<td>24,7</td>
</tr>
<tr>
<td>2013</td>
<td>32,091</td>
<td>22,91</td>
</tr>
<tr>
<td>2014</td>
<td>31,561</td>
<td>22,52</td>
</tr>
<tr>
<td>2015</td>
<td>29,542</td>
<td>20,78</td>
</tr>
<tr>
<td>2016</td>
<td>27,522</td>
<td>19,16</td>
</tr>
<tr>
<td>2017</td>
<td>28,165</td>
<td>19,58</td>
</tr>
<tr>
<td>2018</td>
<td>23,580</td>
<td>16,18</td>
</tr>
</tbody>
</table>
### Top 10 Juvenile Offenses of 2018

<table>
<thead>
<tr>
<th>Offense</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>(M) misdemeanor (F) felony</td>
<td></td>
</tr>
<tr>
<td>Simple Assault (M)</td>
<td>2,585</td>
</tr>
<tr>
<td>Larceny (M)</td>
<td>1,300</td>
</tr>
<tr>
<td>Disorderly Conduct at School (M)</td>
<td>1,166</td>
</tr>
<tr>
<td>Communicating Threats (M)</td>
<td>1,057</td>
</tr>
<tr>
<td>Truant &lt;16 (Status)</td>
<td>943</td>
</tr>
<tr>
<td>Simple Affray (M)</td>
<td>925</td>
</tr>
<tr>
<td>Breaking and/or Entering (F)</td>
<td>839</td>
</tr>
<tr>
<td>Break or Enter a Motor Vehicle (F)</td>
<td>702</td>
</tr>
<tr>
<td>Injury to Real Property (M)</td>
<td>671</td>
</tr>
<tr>
<td>Resisting Public Officer (M)</td>
<td>566</td>
</tr>
</tbody>
</table>

### Percentage of School-Based Complaints

- 2010: 43%
- 2011: 43%
- 2012: 44%
- 2013: 46%
- 2014: 45%
- 2015: 44%
- 2016: 42%
- 2017: 41%
- 2018: 44%

The number of school-based complaints have dropped significantly from 16,097 to 10,453, a 35% decrease.

### Top 10 School-Based Offenses of 2018

<table>
<thead>
<tr>
<th>Charged Offense</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>(M) misdemeanor (F) felony</td>
<td></td>
</tr>
<tr>
<td>Simple Assault (M)</td>
<td>1,546</td>
</tr>
<tr>
<td>Disorderly Conduct at School (M)</td>
<td>1,166</td>
</tr>
<tr>
<td>Truant &lt;16 (Status)</td>
<td>943</td>
</tr>
<tr>
<td>Simple Affray (M)</td>
<td>876</td>
</tr>
<tr>
<td>Communicating Threats (M)</td>
<td>731</td>
</tr>
<tr>
<td>Larceny (M)</td>
<td>366</td>
</tr>
<tr>
<td>Simple possession schedule VI controlled substance (M)</td>
<td>333</td>
</tr>
<tr>
<td>Making a false report concerning a threat of mass violence on educational property (M)</td>
<td>330</td>
</tr>
<tr>
<td>Weapons on educational property/aid (M)</td>
<td>323</td>
</tr>
<tr>
<td>Assault government official/employee (M)</td>
<td>291</td>
</tr>
</tbody>
</table>
Complaints

By Sex

- Male: 5,803 (25%)
- Female: 17,777 (75%)

By Race

- Black or African-American: 6,903 (34%)
- Hispanic/Latino: 2,360 (10%)
- White: 7,971 (34%)
- Asian: 61 (0.03%)
- Two or More Races: 614 (3%)
- American Indian or Alaska Native: 21 (0.1%)
- Native Hawaiian or Other Pacific Islander: 1,054 (0.5%)
- Unknown: 12,147 (52%)

By Offense Group

- Violent: 2,301 (10%)
- Serious: 6,106 (26%)
- Minor: 14,173 (60%)
- Infraction: 85 (<1%)
- Status: 915 (4%)

By Age

- 10: 271
- 11: 135
- 12: 6,729
- 13: 8,207
- 14: 3,850
- 15: 2,278
- 16: 1,138
- 17: 972

Gang-Affiliated Youth Trends

- 2010: 1,842
- 2011: 1,573
- 2012: 1,390
- 2013: 1,323
- 2014: 1,238
- 2015: 1,229
- 2016: 1,183
- 2017: 1,173
- 2018: 1,054

Gang-affiliated youth (member or associate)
Facilities Operations

- Facilities Operations worked with Mosely Architects, State Engineering, Rockingham County officials and Reidsville city planning to work through the site acquisition, rezoning and site planning processes necessary to construct the new YDC in Reidsville.

- Facilities Operations helped develop the LGBTQI policy to be implemented in juvenile facilities statewide and successfully completed several PREA audits.

- Facilities and staff around the state continued to develop meaningful outreach relationships within their local communities this past year. These offered students the opportunities to participate in events with organizations such as Cabarrus Victims Assistance Network (CVAN) and the Carolina Panthers.

- The “Electronic Room” app was developed and implemented by Lenoir Youth Development Center’s Chaplain James Cavanaugh in 2018. The app aids staff in meeting standards for student room checks by providing accurate tracking and sleep log data to assist with ensuring juvenile safety and policy compliance.

- Lenoir YDC successfully initiated its foster grandparent program in 2018. Offered through the Greene Lamp Community Action Agency in Kinston, the program assigned two seniors, one male and one female, to serve as “grandparents” (volunteers) to exceptional or special needs children and provides one-on-one assistance based upon the needs of the youth.

- Stonewall Jackson YDC established a partnership with the Lowe’s Hardware flagship store in Huntersville, resulting in the donation of hundreds of plants and materials to the horticulture/aquaponics program. Another partnership with the Cabarrus County Master Gardener’s Club yielded a monetary grant and three to five weekly volunteers to work with the students in this program. Stonewall Jackson has also established a partnership with the Energy & Environment Innovation Foundation LLC, (in conjunction with 100 Gardens and Metrolina Greenhouses Inc.) to develop a certification program in greenhouse management for students wishing to pursue these credentials.
• Stonewall Jackson’s Kennel Management program graduated six students in its PAWS Group (Partnering Animals with Students), a collaboration with an LMHC. PAWS Group is an empowerment focused therapy group combining pet therapy, cognitive behavior therapy and art therapy to help students improve social skills, develop healthy self-esteem, increase students’ empathy for animals (and people) and offer acceptance/encouragement for students who struggle to develop healthy relationships with peers.

• Three students at Lenoir Youth Development Center earned WorkKeys National Career Readiness Certificates in 2018. The process takes approximately three months to complete, with two students earning bronze-level certificates and one student earning a silver-level certificate. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.

• At Stonewall Jackson YDC, students in the Kennel Management program crafted (from-scratch) Knot Fleece blankets for our “Blankets for PAWS” group. The blankets were donated to the Foster Animal Hospitals Rehabilitation Program; the Humane Society of Concord & Greater Cabarrus; and Cabarrus County Animal Control; to promote compassion, understanding, responsibility, human-animal bonding, and a commitment to help animals in need.
Juvenile Facilities Population Data

Average Daily Population
Youth Development Centers and Detention Centers

An illustration of the average daily occupancy rate for juvenile facilities over the last nine years.

<table>
<thead>
<tr>
<th>Facility Types</th>
<th>Facility</th>
<th>Capacity</th>
<th>ADP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Development Centers</td>
<td>Chatham</td>
<td>32</td>
<td>30.00</td>
</tr>
<tr>
<td></td>
<td>Lenoir</td>
<td>44</td>
<td>31.30</td>
</tr>
<tr>
<td></td>
<td>Edgecombe</td>
<td>44</td>
<td>35.60</td>
</tr>
<tr>
<td></td>
<td>Stonewall Jackson</td>
<td>128</td>
<td>101.70</td>
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<tr>
<td>Juvenile Detention Centers</td>
<td>Alexander</td>
<td>24</td>
<td>19.96</td>
</tr>
<tr>
<td></td>
<td>Cabarrus</td>
<td>30</td>
<td>28.42</td>
</tr>
<tr>
<td></td>
<td>Cumberland</td>
<td>18</td>
<td>15.29</td>
</tr>
<tr>
<td></td>
<td>New Hanover</td>
<td>18</td>
<td>12.31</td>
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<td></td>
<td>Pitt</td>
<td>18</td>
<td>14.72</td>
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<tr>
<td></td>
<td>Wake</td>
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<td>County-Operated Juvenile Detention Centers</td>
<td>Durham</td>
<td>14</td>
<td>8.93</td>
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<tr>
<td></td>
<td>Guilford</td>
<td>44</td>
<td>31.85</td>
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</table>
Clinical Services

- A team from Clinical Services completed a three-session training program on promoting organizational change to become trauma-responsive. The training defined terminology and provided guidelines for developing YDC-based guide teams to lead change to become more trauma-responsive within our youth facilities. The team subsequently developed and implemented a safety survey for YDC staff, which assesses four categories of safety: physical safety, psychological safety, social safety and moral safety.

- Our team of licensed mental health clinicians provided trauma-focused, evidence-based mental health treatment services to nearly 70 youth through SPARCS groups, and to 33 youth through individual treatment within the TF-CBT modality. These services provided opportunities, support and guidance for youth to develop skills needed to recognize, tolerate and recover from extreme distress, to improve self-awareness of sensations and bodily states and emotion regulation, and to improve interpersonal and self-management skills.

- Recognized by the Office of Juvenile Justice and Delinquency Prevention as a grantee that has done an exemplary job toward juvenile justice system enhancements, Dr. Jean Steinberg, director of NC’s Second Chance Act Juvenile Reentry System Reform Grant, was invited to participate on four-person panel during a full day “Promising Practices Convening” at OJJDP headquarters in Washington, D.C.

Most Prevalent Diagnostic Categories within the YDC population

<table>
<thead>
<tr>
<th>Diagnostic Category</th>
<th>Boys (%)</th>
<th>Girls (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive, Impulse-Control, and Conduct Disorders</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>Neurodevelopmental Disorders</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>Substance-Related and Addictive Disorders</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>Trauma-and-Stressor Related Disorders</td>
<td>40%</td>
<td>80%</td>
</tr>
<tr>
<td>Depressive Disorders</td>
<td>24%</td>
<td>60%</td>
</tr>
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</table>
Health Services

• Amended Health Services policy, procedures, forms and consents following a full review of health care services operations with input from nurses, human services coordinators, center directors/staff and staff from Court Services and Community Programs. Health Services also added data collection around chronic illness in the residential juvenile population to monitor the impact of chronic illness on the system.

• Realized a reduction in psychiatric care costs by transitioning to telehealth at three juvenile locations. National research shows youth respond well to telehealth for all aspects of health care delivery, and outcomes have provided the same level of quality care as to the on-site services the section has historically provided. Additionally, unscheduled access and contact, based on unforeseen juvenile issues, has been more accessible with the telehealth initiative.
Education

- Twenty students passed all five sections (Reading, Writing, Math, Science and Social Studies) of the HiSet assessment to obtain their high school equivalency diplomas while enrolled in a YDC school. One student transitioned back to his community, is searching for a job and is scheduled to begin community college in spring 2019. A total of 167 HiSet section tests were taken and 81% of these tests were passed. Approximately 30% of test scores were at the College and Career Ready level. Students enrolled in traditional middle school or high school courses earned credit for 88% of the classes. Approximately 90% of students were promoted to the next grade level.

- Forty-eight students at Stonewall Jackson YDC received training through the horticulture and greenhouse operations program, with several working toward a Master Gardener certification or a certification in greenhouse management.

- Youth from the Chatham YDC collaborated with the UNC-Greensboro Music Program on a pilot string ensemble program. Under the guidance of Bethany Uhler (Ph.D. student) the youth have been learning to read sheet music and play classical stringed instruments (violin, viola, cello).

- Six students from Stonewall Jackson YDC competed in the annual mathematics competition against high school students from across the state. Sponsored by the North Carolina Council of Teachers of Mathematics (NCCTM), two students from the facility captured both the first and third place awards in the Western Regional, advancing them to the state level. After presenting their projects to the panel of judges (university professors), one youth claimed second place overall in the state.

- Stonewall Jackson YDC piloted a vocational training program, C-Tech, with five students. These students learned skills in copper cabling and telecommunications. All five students mastered the material and earned an industry-recognized certification.

High School Credits Earned by Content Area

- 88% of all high school courses were successfully completed and students earned credit toward graduation
- Four students were eligible for graduation and obtained a high school diploma
- 92% of middle school courses were successfully completed
2017-18 student outcome and implementation data for Juvenile Education Services

- Approximately 75% of students entered YDC in the ninth or 10th grade
- Approximately 40% of students were repeating a grade level at time of admission to a YDC (approximately 80% of these students were repeating ninth grade)

HiSET Results

- Approximately 14% of the total student population were preparing to take the HiSET assessments to obtain their high school equivalency (HSE) diploma
- 40% of these students passed all five assessments to obtain their HSE Diploma
- 30% of the assessments were passed at the College and Career Ready (CCR) level

Nutrition

- In September 2018, Pitt JDC and Chatham YDC participated in a “Reaping the Harvest” program whereby juveniles and staff planted, tended and harvested fruit (watermelon and cantaloupe) and vegetables (cucumbers, tomatoes and green peppers) from their on-site garden. These harvested fruits and vegetables were incorporated into meals and healthful snacks for the juveniles at the facility.
- Throughout the year, Stonewall Jackson youth in the Horticulture and Aquaponics Program grew and harvested more than a ton of fresh produce used by the cafeteria staff to meet the facility’s nutritional goals.
- Child Nutrition Services staff members achieved the following ServSafe certifications throughout the year:

2018 ServSafe Certifications

- Instructor/Examination Proctor: 3
- Food Service Supervisors: 9
- Cooks: 14
- Direct Care: 7
Department of Information Technology

- The primary focus of the NCDPS Juvenile Justice DIT team in 2018 was development of the NC-JOIN v.2 application, the N.C. Juvenile Online Information Network. This extensive overhaul of the web-based application’s existing platform was undertaken to facilitate major improvements in data quality, reporting and statistical purposes.

- With the need for enhanced data driven decision-making, the IT section was also asked to provide a better visualization tool than Pentaho, which had been used since 2003. Sisense was awarded the bid (May RFP) in August 2018 and has been providing the enhanced solution Juvenile Justice sought.

FY 2018 Appropriations
Juvenile Justice has **1,294** employees. **1,007** of those are certified staff working within Court Services or Facilities Operations. **78%** of the staff are certified.

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<th>Staff</th>
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<td>Community Programs</td>
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<td>Court Services</td>
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<td>Facility Services</td>
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<td>Transportation Services</td>
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<td>Administration</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,294</td>
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</table>

*Includes education/health/clinical
Section Awards and Recognition

District 11 Chief Court Counselor Marsha Woodall; District 27 Court Counselor John Pollard; and Nicole Hawkins, Casework Associate II from Cumberland Juvenile Detention Center each received the 2018 NCDPS Badge of Excellence Award.

Six Court Services professionals graduated from the North Carolina state employee Certified Public Manager (CPM) program: LaQreshia Bates-Harley, Miguel Pitts, Lance Britt, Tracy Arrington, Russell Price and Dianne Whitman.

Beverly Cash of Alexander Juvenile Detention Center, won a plaque and was the second place state winner and Tena Sonko of Cumberland Juvenile Detention Center, won a plaque in the 2018 Golden Key Achievement Awards. The Golden Key Achievement Award program is a set of criteria designed to honor and recognize accomplishments of school cafeterias across North Carolina who are maintaining high standards in their school nutrition programs. Additionally, both individuals earned USDA Best Practices Awards for 2018.
Juvenile Justice Central Office

3010 Hammond Business Place  Raleigh, NC 27603
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Director Juvenile Community Programs:
Cindy Porterfield

Director Juvenile Court Services:
Maxine Evans-Armwood

Director Juvenile Facility Operations:
Jim Speight

Director Juvenile Clinical Services and Programs:
Dr. Jean Steinberg

Director Juvenile Education Services:
Adam Johnson

For additional information, please visit our website at: www.ncdps.gov/juvenile-justice
North Carolina
School Resource Officer Survey

POLICE

TEACH

ADVISE
North Carolina Department of Public Instruction

Mark Johnson, State Superintendent

Maria Pitre-Martin, PhD., Deputy State Superintendent

School Operations Division

Benjamin J. Matthews, PhD., Chief Schools Operation Officer

Kym Martin, Executive Director NC Center for Safer Schools
2018 North Carolina School Resource Officer Survey

SRO Survey Abstract:

The North Carolina Center for Safer Schools was tasked with conducting a survey of the state’s school resource officers (SROs). The information was gathered by anonymous surveys and will be used to help identify potential needs such as funding and training advancements for SROs. About one third of North Carolina’s SROs responded to the survey.

Background:

School resource officers (SROs) are law enforcement officers who are assigned to work within the school setting. Officers have the jurisdiction to make arrests and conduct investigations on school grounds, however these duties account for only a fraction of the functions they perform. The SRO program is a vital part of any department’s community policing philosophy, beginning with the trust that students gain by interacting with an officer. Such relationships can be extremely important in preventing threats of any sort on and off campus. School resource officers are also called upon to provide some legal or civics lessons to students, teachers and administrators in classroom environments. SROs not only provide a level of deterrence on the school campus, but they also assist the school and first responders to prepare safety canvases of the campus and to plan and prepare for potential critical incidents on campus.

Selecting officers suitable to become SROs is an important first step. Officers should be good at communicating with youth and have a desire to work with school-aged children and youth. They should also be comfortable working in school environments where they will work independently with little to no supervision and where school administration may not fully understand their sworn responsibilities to their sheriff or chief of police. Although they work on a school campus, their primary role is that of a law enforcement officer who uses professional discretion and recognizes the differences between school policy and state law. This discretion is necessary to eliminate unnecessary law enforcement contact with students. The SRO should not be involved in the enforcement of any school policy. Using discretion to either act or observe helps lessen any threat that might be felt by school administrators due to the SROs presence. It is also vital for school administrators to properly utilize the SRO. Schools and school systems generally deal with the delineation of authority through memorandums of understanding (MOUs) with the law enforcement agencies providing the SROs to the schools. These MOUs spell out the expectations of the role of an SRO within the school environment.

An assignment as a school resource officer may be a step in the professional development of a law enforcement officer. To achieve promotion through the departmental ranks, an officer might be
required to serve time in many different agency roles--from patrol officer to SRO to investigator--to gain rank, senior status, and the salary that such rank provides. An officer who desires to continue as an SRO for more than a few years may lose the opportunity to move up in their agency ranks. This dilemma may prevent many officers who are highly effective in the school setting from remaining as SROs. However, some agencies recognize the advantages of having professional officers that can remain in specific assignments for extended periods and allow for rank and command progression within those roles.

Research Methodology:

In December 2017, the Center for Safer Schools contacted the superintendents in all local education agencies (LEAs) and charter schools across North Carolina requesting that they send the survey directly to the SROs serving in their schools. In February 2018, the survey was closed. Out of an estimated 1,200 SROs in the state, 456 responses were received, nearly double the previous number of survey responses that were compiled in 2015. Some survey respondents skipped questions, resulting in data differences from question to question.

Profile of NC SROs:

Survey results indicate that SROs are predominantly male (77% male/23% female). While all have a high school diploma, only 22% reported having a 4-year degree and 5.7% reported having a master’s degree. Most SROs reported being employed by sheriff’s departments (65%), while a smaller fraction (31%) were employed by police departments, and a still smaller fraction (4.3%) were employed by a school system special police department. When asked if their position was funded as a part of the 2013 elementary and middle school SRO grant, 18% responded yes. The 2013 grant position only provided funds for 210 SROs statewide.

Sheriffs and police chiefs are very cognizant that they should place a SRO with extensive experience in schools. Over 25% of survey respondents reported having been an officer for more than 20 years, while 26% of respondents reported having been a sworn law enforcement officer for 13 to 20 years. Many officers appear to be new to the SRO position as 31% reported having been in the position for only one to three years, and 28% reported having been an SRO for four to seven years.

A best practice recommended by the Center for Safer Schools to sheriffs and police chiefs is assigning only officers who desire to serve in the role of SRO. Survey results revealed that 74% of respondents requested to be placed as SROs compared to 26% being assigned to the position. Another best practice is to have SROs attend the Basic School Resource Officer Training. While it is still not mandatory at this time that an officer attend this training, most departments require it,
usually within a year of the officer being assigned to a school. Survey responses showed that 86% of respondents have attended this training. NC Justice Academy also teaches an Advanced SRO training program. This is also not required, but 26% of respondents reported that they had attended this training.

The mental health of students is a paramount concern, and it is important for SROs to be able refer students to a mental health resource. 23% of respondents reported to have attended training in Mental Health First Aid, and 15% reported receiving the Mental Health for Youth certification. Crisis Intervention Training (CIT) has been provided to law enforcement for many years now. 66% of survey respondents reported being CIT-certified. Another 17% reported having attended the CIT for Youth class that the Center for Safer Schools is piloting.

In addition to yearly department-wide mandatory training that officers attend to keep their sworn certifications, SROs may attend the NC Association for School Resource Officers (NCASRO) Conference for additional training. 27% responded that they attend this week-long training every year, while 9% reported that they attend in alternating years. Training for an SRO is difficult in that when SROs are out of the school, they may be called on to work patrol or other departmental assignments. This may preclude them from attending training in the summer months when school is traditionally out or on other extended breaks such as holidays or school workdays.

The survey asked SROs about their schools’ lockdown drills and school safety practices. Obviously, the safety of the students and teachers are paramount, and we wanted a glimpse into current practices throughout the state. A resounding 95% of SROs surveyed reported that their school conducts a lockdown drill every year. The NC General Statute was updated in 2015 to address this. 93% of these drills are performed with students on campus. As a direct result of changing the statute in 2015, schools are becoming more cognizant of their emergency plans and update them on a regular basis. 89% of SROs surveyed reported that their school emergency plans have been updated within the past two years.

Despite the potential for sudden emergencies in schools, it should be noted that many agencies still assign more than one school to their SROs. Although 54% are assigned to only one school there are nearly 14% assigned to five schools or more. Having any single SRO assigned to more than one school can reduce effectiveness in all the schools.

Survey responses were received from SROs in all types of schools. 50% of respondents reported working in high schools, while 48% reported working in middle schools and 43% reported working in elementary schools.

One of the most effective ways for an SRO to interact with the student body is to become involved in the school in an outside role. Although 62% stated that they did not perform any outside functions other than law enforcement, 37% stated that they coached a sport, helped with the music program, drove activity buses or mentored a club of some sort.
1. **GENERAL BACKGROUND QUESTIONS**

The first series of questions (Q1 – Q4) were aimed at determining the general characteristics of the SRO—gender, age, race and level of education.

**Q1 Your Gender**

- Female
- Male

**Q2 Your Age**

**Age of Survey Respondents**

- Over 59
- 50 - 59
- 40 - 49
- 30 - 39
- Under 30
Q3 Your Race or Ethnicity

- Hispanic
- Black
- White
- American Indian
- Asian

Q4 What is the highest level of education you have completed?

- High School Diploma or...
- 2-year Vocational or...
- 4-year Degree (B.S., B.A.,...)
- Master’s Degree or...
School Resource Officers in North Carolina that responded to the survey have an average age of 42 years. As seen in the graph for Q2, 39% of respondents reported being in the 40-49 age range. As seen in Q3, 79% of survey respondents were white, 15% were black, and 3% were Hispanic. Q4 shows that 40% of respondents reported having high school diplomas only, 32% reported having an Associate’s degree, 23% reported a 4-year degree, and 5% reported a Master’s degree or higher. Most departments across the state are putting an emphasis on college education for promotional opportunities.

2. AGENCY AND FUNDING INFORMATION

This series of questions (Q5 – Q9) seeks to obtain information about who the SRO is employed by, funding sources for the position, and how many years the SRO has been a sworn officer. It also asks how many years the respondent has served as an SRO and whether the position was requested or not.

Q5 Which type of law enforcement agency do you work for?
Q6 Is your position a grant funded position from Department of Public Instruction?

Q7 How many years have you been a sworn law enforcement officer?
As seen in Q5 above, 64% of respondents reported being employed by a sheriff’s department, while 31% reported being employed by city or town police departments. A small fraction (4.3%)
reported being employed by a school system police department or special police department. The nation is seeing an increase in special police departments. While the job is inherently the same, a school system police officer will fall totally under the policies of the school system and may be utilized in non-traditional police functions such as enforcing school policy.

In 2013, the NC General Assembly provided a $7 million grant to fund elementary and middle school SRO positions throughout the state. There were 210 SROs employed under this recurring grant. Responses to Q6 indicate that 18% of survey respondents’ positions received funding from this grant.

Departments statewide seem to be using more experienced officers in the SRO role. As seen in the graph for Q7 on p. 8, nearly 26% of officers surveyed reported 20 or more years as a sworn officer, while another 26% reported 13-20 years. The graph for Q8 shows that 31% of respondents have been in the SRO position for one to three years, and 28% have been an SRO for four to seven years.

As seen in Q9, 73% of respondents reported that they requested to be placed in the SRO role, while 26% were assigned to the role. The Center for Safer Schools believes it is important to place officers that want to serve in this role and have a passion for making the difference in the lives of children and young adults.

3. **TRAINING AND CONTINUING EDUCATION**

Training and continuing education continue to be very important in the development of a highly qualified SRO. While training opportunities may be scarce in certain jurisdictions, all SROs are encouraged to continue learning. Questions 10-16 explore SRO training experiences and opportunities.
Q10 Have you completed the NC Justice Academy's Basic SRO training program?

Q11 Have you completed the NC Justice Academy's Advanced SRO training program?
Q12 Have you completed any other SRO specific training? If yes, can you list a few under other?

Q13 What kind of training would you like to see that would benefit you the most as a SRO?

There were 588 responses. Listed are the most popular topics.

- Crisis Intervention
- Active Shooter Training
- Solo Active Shooter Training
- Gangs
- Police Law Institute (PLI)
- Crisis Intervention Teams Youth (CITY-Y)
- Juvenile Law
- Communication with Youth
- Social Media Updates
Many SROs stated that they desired equality in opportunities for training. During the summer, many or most SROs are placed back on patrol to cover for other officers that need to go to training resulting in little to no time for the SRO to attend conferences or other training only held in the summer months.

Q14 Have you completed Crisis Intervention Team (CIT) training?

Q15 Have you completed any of the following trainings? (Check all that apply.)
Basic SRO Training is taught by the NC Justice Academy and is the first building block in educating a SRO to perform in this role. While it is considered a best practice to send a newly assigned SRO to this 40-hour training, it is not required. It appears that most departments do send their officers. As seen in the responses to Q10 on p. 11, above, 86% of respondents reported attending this training. The NC Justice Academy also offers an Advanced SRO training where SROs can attend another 40-hour class to further their knowledge and build upon previous training. As found in the responses to Q11, 26% of respondents reported attending this training.

Responses to Q14 and Q15 revealed participation in specific types of training considered valuable to SROs. 23% of respondents reported to have attended training in Mental Health First Aid, and 15% reported receiving the Mental Health for Youth certification. Crisis Intervention Training (CIT) has been provided to law enforcement for many years now. 66% of survey respondents reported being CIT-certified. Another 17% reported having attended the CIT for Youth class.

The NC Association of School Resource Officers puts on a training conference every summer in the state. Responses to Q16 revealed that 27% of respondents attend the conference every year, while 9% attend in alternating years.
4. **SCHOOL SAFETY PRACTICES**

The SRO plays a vital role in school safety in the school in which they are assigned. They work closely with school administrators in planning for emergencies. Questions 17-19 explored school safety practices.

Q17 Does the school at which you are primarily assigned conduct a lockdown drill during the school year?

Q18 What type of lockdown drill is practiced? (Check all that apply.)
Legislation requires the practice of rehearsing school lockdowns in all public schools at least once a year, and it is strongly recommended that charter schools do the same. The SRO play a vital role in these drills. NCGS 115C-105.49 states that “at least once annually, each principal and other applicable school officials shall hold a full school-wide table top exercise or drill, including a school lockdown due to an intruder on school grounds.” As seen in the responses to Q17 on p. 15, above, 95% of survey respondents reported that their schools do perform these drills. As seen in Q18, 93% of respondents reported that their schools perform the drills with students on campus. Also, 42% of respondents reported that their schools are performing round table discussions about critical incidents in their schools. While it is hard to perform lockdown drills at lunch and after school activities, schools are becoming more cognizant that these times are often when schools are attacked. These discussions are important in becoming better able to mitigate or prevent these events. Schools are also understanding the need to keep their plans updated as well. Responses to Q19 above indicate that 89% of respondents work at schools that have updated their Emergency Response plans in the last two years.
5. SRO PLACEMENTS AND EXTRA-CURRICULAR ACTIVITIES

This set of questions (Q20 – Q28) sought to detail how the SROs were distributed among the school districts and types of schools in North Carolina.

Question 20 asked SROs to identify their school district (LEA). 422 respondents answered this question, while 34 did not. Responses were received from 69 LEAs and four charter schools. The table below shows the number of survey responses received from each LEA.

<table>
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<tr>
<th>LEA</th>
<th>Responses</th>
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<td>Alleghany County Schools</td>
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<td>Avery County Schools</td>
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<tr>
<td>Wilkes County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Wilson County Schools</td>
<td>6</td>
</tr>
<tr>
<td>Winston Salem/Forsyth County Schools</td>
<td>19</td>
</tr>
<tr>
<td>Yadkin County Schools</td>
<td>2</td>
</tr>
</tbody>
</table>
No identified responses were received from the 46 LEAs displayed in the table below.

<table>
<thead>
<tr>
<th>LEAs Not Responding to Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamance-Burlington</td>
</tr>
<tr>
<td>Anson County Schools</td>
</tr>
<tr>
<td>Ashe County Schools</td>
</tr>
<tr>
<td>Asheboro City Schools</td>
</tr>
<tr>
<td>Asheville City Schools</td>
</tr>
<tr>
<td>Beaufort County Schools</td>
</tr>
<tr>
<td>Bertie County Schools</td>
</tr>
<tr>
<td>Brunswick County Schools</td>
</tr>
<tr>
<td>Buncombe County Schools</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg Schools</td>
</tr>
<tr>
<td>Cherokee County Schools</td>
</tr>
<tr>
<td>Columbus County Schools</td>
</tr>
<tr>
<td>Craven County Schools</td>
</tr>
<tr>
<td>Cumberland County Schools</td>
</tr>
<tr>
<td>Davidson County Schools</td>
</tr>
<tr>
<td>Duplin County Schools</td>
</tr>
<tr>
<td>Edgecombe County Public Schools</td>
</tr>
<tr>
<td>Franklin County Schools</td>
</tr>
<tr>
<td>Gates County Schools</td>
</tr>
<tr>
<td>Guilford County Schools</td>
</tr>
<tr>
<td>Halifax County Schools</td>
</tr>
<tr>
<td>Haywood County Schools</td>
</tr>
<tr>
<td>Hertford County Schools</td>
</tr>
</tbody>
</table>
Q21 How many schools are you primarily assigned to as an SRO?

- 1 School: 50%
- 2 Schools: 25%
- 3 Schools: 15%
- 4 Schools: 5%
- 5 or more Schools: 0%

Q22 What type of school(s) are you assigned as an SRO? Select all that apply.

- K-12 School: 20%
- Elementary School: 40%
- Middle School: 30%
- High School: 50%
Q23 How many students are there in the school which you are primarily assigned?

Q24 How many SROs are assigned to your school?
Q25 Does your agency have a memorandum of understanding (MOU) that details the SRO and school administrators responsibilities?
Q26 When you are absent from school, who serves as your backup SRO?
Q27 Do you perform other duties at the school outside of your official SRO duties such as coach a sport or mentor a school club? If yes, please list them.

Q28 Of the hours of non-SRO duties that you perform each week, how many are unpaid?

While it is ideal to have SROs assigned to one school, many jurisdictions require their SROs to cover multiple schools. This can present issues of effectiveness. If you have an SRO that is mainly
assigned to a high school but also to two or three elementary schools, the SRO visibility at those elementary schools will be low. As seen in Q21, 54% of the SROs that responded to the survey were assigned to 1 school, but there were 14% that were assigned to 5 or more schools. The responses to Q22 indicate the types of schools to which SROs were assigned. 50% of those surveyed were assigned to high schools, while 47% were at the middle schools and 43% were at elementary schools.

Departments strive to keep the ratio of officers to citizens at about 1:1000. This ratio is extremely hard to maintain as school populations rise and departments suffer turnover. Departments and schools alike have the same issue. As seen in the responses to Q23, 20% of those surveyed have student populations of 1,500 or more students. Responses to Q24 indicate that only one SRO is assigned at about 85% of schools. Only 1% of respondents worked at schools with more than three SROs assigned.

It is important to the overall success of the SRO program that departments and schools maintain a Memorandum of Understanding or MOU that details the SROs and the school’s responsibilities. SROs should strive every day to build a positive working relationship with the schools where they work. Schools should understand how to best utilize their SROs. As seen in Q25, 75% of those surveyed had active MOUs in place. In forming these partnerships, SROs have increasingly stepped outside their normal roles and have coached sports or otherwise been involved in their school. As seen in the responses to Q28, 57% of SROs reported donated services in non-SRO roles such as a coach or a club mentor. 13% of respondents reported donating 15 or more hours each week.

6. **CRIMES ON CAMPUS**

Q29 asked SROs which crimes have had noted increases on their campus this school year.
Three crimes that generally are reported at a high rate on campuses across the state are theft of property, assault, and drug possession. (Some assaults are also reported as fights.) As seen in Q29 responses above, the category of offenses with the most SROs noting recent increases was bullying incidents (48%), however bullying is not a crime considered reportable by the SRO. Larceny was noted for recent increases by 47% of SROs, followed by assaults at 37%. 114 of the survey participants chose not to answer this question.

7. SRO PERSPECTIVES

Question 30 provided space for respondents to submit up to three suggestions on how to “improve the job of School Resource Officers statewide.” There were 474 responses describing suggested improvements in a variety of areas, including
• Behavior of self, students, parents, school personnel, other officials
• State and federal laws, state and local policies and procedures
• School organizational structure, rules, programs, including school personnel training
• Resources, including number and placement of SROs, equipment, salary, training
• Perceptions of others, mainly school officials and public

Response categories were created, as seen in the box below. Subcategories then were created for each case of two or more closely related suggestions. (See the Appendix for a complete list of submitted suggestions.)

<table>
<thead>
<tr>
<th>Suggestion Cluster</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More or improved training for SROs</td>
<td>127</td>
<td>26.8%</td>
</tr>
<tr>
<td>Improvements in SRO attitude or behavior</td>
<td>52</td>
<td>11.0%</td>
</tr>
<tr>
<td>More SROs in schools or in specific schools</td>
<td>50</td>
<td>10.5%</td>
</tr>
<tr>
<td>More or better equipment, more secure facilities</td>
<td>42</td>
<td>8.9%</td>
</tr>
<tr>
<td>Suggested changes to laws or LEA/state policies</td>
<td>37</td>
<td>7.8%</td>
</tr>
<tr>
<td>Suggested training for teachers and/or administrators</td>
<td>33</td>
<td>7.0%</td>
</tr>
<tr>
<td>Suggested changes to school policies, procedures, programs</td>
<td>23</td>
<td>4.9%</td>
</tr>
<tr>
<td>Suggested changes to law enforcement agency policies, procedures</td>
<td>21</td>
<td>4.4%</td>
</tr>
<tr>
<td>Suggested improvements in principal performance</td>
<td>18</td>
<td>3.8%</td>
</tr>
<tr>
<td>Improvements in salary, promotion, other incentives</td>
<td>15</td>
<td>3.2%</td>
</tr>
<tr>
<td>Steps to change public perception of SROs</td>
<td>10</td>
<td>2.1%</td>
</tr>
<tr>
<td>Suggested state initiatives</td>
<td>9</td>
<td>1.9%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>37</td>
<td>7.8%</td>
</tr>
<tr>
<td><strong>Total Suggestions</strong></td>
<td><strong>474</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Each suggestion cluster will now be explored in more depth.

1. More or improved training for SROs (26.8%)

Many SROs responding to the survey expressed a need for more training overall or more training on specific topics. This category had the largest numbers of responses and may be further subdivided as shown in the box below.
<table>
<thead>
<tr>
<th>Training Suggestion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>More or more affordable training on specific topics</td>
<td>55</td>
</tr>
<tr>
<td>More or improved training in general</td>
<td>26</td>
</tr>
<tr>
<td>Mandate or allow attendance at state or national conferences</td>
<td>14</td>
</tr>
<tr>
<td>More training experiences together with school personnel</td>
<td>12</td>
</tr>
<tr>
<td>Local or summer training options</td>
<td>10</td>
</tr>
<tr>
<td>More training on SRO duties in particular</td>
<td>8</td>
</tr>
<tr>
<td>Have SROs trained prior to placement in schools</td>
<td>2</td>
</tr>
</tbody>
</table>

The most popular suggested training topics for SROs are listed in the box below.

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical response, active shooter</td>
<td>10</td>
</tr>
<tr>
<td>Communicating with students, mentoring</td>
<td>7</td>
</tr>
<tr>
<td>Mental health, exceptional children</td>
<td>6</td>
</tr>
<tr>
<td>Adolescent psychology</td>
<td>5</td>
</tr>
<tr>
<td>Drugs</td>
<td>4</td>
</tr>
<tr>
<td>Student diversity</td>
<td>3</td>
</tr>
<tr>
<td>Gangs</td>
<td>3</td>
</tr>
<tr>
<td>Social media</td>
<td>2</td>
</tr>
<tr>
<td>Annual legal update</td>
<td>2</td>
</tr>
<tr>
<td>Juvenile Justice CIT training</td>
<td>2</td>
</tr>
<tr>
<td>Other topics</td>
<td>11</td>
</tr>
</tbody>
</table>

2. **Improvements in SRO attitude or behavior (11.0%)**

This second largest cluster of suggestions involved changes in attitude or demeanor of the SROs themselves. Many of these were calls for all SROs to be more aware of students and school staff as individuals and work to improve communications.

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build relationships with kids</td>
<td>13</td>
</tr>
<tr>
<td>Be a better communicator with everyone</td>
<td>5</td>
</tr>
<tr>
<td>Be approachable</td>
<td>4</td>
</tr>
<tr>
<td>Create a better working relationship with principals and staff</td>
<td>4</td>
</tr>
<tr>
<td>Counsel and mentor students</td>
<td>3</td>
</tr>
<tr>
<td>Get to know parents</td>
<td>2</td>
</tr>
<tr>
<td>Get parents involved with school</td>
<td>2</td>
</tr>
<tr>
<td>Let students know you care</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
</tr>
</tbody>
</table>
3. **More SROs in schools or in certain schools (10.5%)**

Increasing the numbers of SROs was the third most prevalent suggestion. No subcategories were created for this category.

4. **More or better equipment, more secure facilities (8.9%)**

This category included suggestions related to the school facility or equipment used by SROs in their jobs. Thirteen submissions were general calls for improved school security and equipment. The others were suggestions for specific improvement. These are detailed in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video surveillance system</td>
<td>5</td>
</tr>
<tr>
<td>Gun safes, access to rifles</td>
<td>4</td>
</tr>
<tr>
<td>More long guns, shotguns</td>
<td>3</td>
</tr>
<tr>
<td>Newer equipment</td>
<td>2</td>
</tr>
<tr>
<td>Body armor</td>
<td>2</td>
</tr>
<tr>
<td>Better vehicles</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

5. **Suggested changes to laws or LEA/state policies (7.8%)**

This category was created to include suggestions that would require changes in state or federal law, changes to state agency policies, or changes to local board policies. These suggestions were so disparate that only a few could be grouped into subcategories, as seen in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions regarding DARE</td>
<td>5</td>
</tr>
<tr>
<td>Student reporting app or TIP line</td>
<td>2</td>
</tr>
<tr>
<td>Create alternatives to juvenile petitions</td>
<td>2</td>
</tr>
<tr>
<td>Uniform statewide SRO responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>Need for MoU, SRO input on MoU</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
</tr>
</tbody>
</table>
6. **Suggested training for teachers and/or administrators (7.0%)**

As seen in the box below, many SROs indicated in the survey that school staff need more training to understand the role and responsibilities of the SRO in the school.

<table>
<thead>
<tr>
<th>Role of SRO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal issues, e.g., &quot;reasonable suspicion&quot;</td>
<td>4</td>
</tr>
<tr>
<td>Attend SRO conferences</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

7. **Suggested changes to school policies, procedures, programs (4.9%)**

The box below displays some of the suggested changes to school policies or proposed programs to be implemented.

| Conduct more searches for contraband, use dogs | 6     |
| Include SROs in school staff meetings          | 3     |
| Student cellphone use restrictions             | 3     |
| Drug abuse awareness sessions for students    | 2     |
| Other                                          | 9     |

8. **Suggested changes to law enforcement agency policies and procedures (4.4%)**

This category was created to include suggestions that would require changes in the law enforcement agency that employs the SRO.

| Improve selection of SROs                     | 8     |
| Allow casual dress instead of uniforms        | 3     |
| More support from, better communication with supervisor | 2     |
| Eliminate mandatory feeder school SRO visits  | 2     |
| Encourage school visits by other law enforcement officers | 2     |
| Other                                          | 4     |
Of the eight suggestions for improving the selection of SROs, four were statements that SROs must like kids, while the other four indicated that years of experience and/or tactical experience were very important SRO qualifications.

9. **Suggested improvements in principal performance (3.8%)**

There were 18 suggestions regarding the performance of principals, as seen in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't use SROs for noncriminal infractions</td>
<td>4</td>
</tr>
<tr>
<td>Always report offenses to SRO</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

10. **Improvements in salary, promotion, other incentives (3.2%)**

There were 15 suggestions related to salary, promotion, and other incentives. No subcategories were created for this category.

11. **Steps to change public perception of SROs (2.1%)**

There were ten suggestions in this area, with four of them related to public recognition of the importance of SROs and three of them related to clarification of the roles that SROs play in the schools.

12. **Suggested state initiatives (1.9%)**

Nine suggestions were grouped in this subcategory. Most of these suggestions would likely require a statewide initiative or increased state leadership to implement. They are detailed in the table below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better coordination with Juvenile Justice, other agencies</td>
<td>3</td>
</tr>
<tr>
<td>Creation of SRO forum to exchange ideas</td>
<td>2</td>
</tr>
<tr>
<td>Monthly updates from other agencies</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix: SRO PERSPECTIVES (Question 30 Responses)

Below are all responses to Q30, “What would you offer that could improve the job of School Resource Officers statewide?”

Training on special student populations.

Social Media Training

Casual dress rather than full patrol uniform

More SRO Specific training for what we at this level deal with.

More certified training

Recognition that the SRO position is a seriously needed position in education in NC

Attend SRO School prior to being assigned a school and working in a school.

Increase in pay!

More Training on active shooter, Gangs, and Drugs.

A SRO at every School not just High School and Middle School Sandy Hook right

More training for school staff to understand our job role vs administrative duties of school employees

More training

knowledge of how to communicate with youth at their level

More accessible training or conferences / by region such as west, piedmont and east

more officers in the schools

MOU across the board

Better communication with staff and SRO about students who may have been arrested etc.,

Money for better security.
Don't treat the school as a prison.

Officers need to be taught interview/interrogation when it comes to investigations of the above crimes.

Make sure that SRO loves kids

More Training SRO specifically

Diversity training

More character / mentoring programs

Training responding to active shooter/critical incidents (SIMS/FATS/chalk talk)

Statewide SRO Forum board to discuss topics and exchange ideas

Monthly updates from other agencies in the form of a newsletter

In my department, we as SROs are supposedly paid year-round by the school system through the contract. Our department however uses us on snow days and summer vacation as a supplement to patrol. The school system pays me $35 hr. to work football games and such, it seems since the school system is paying this year-round salary we should be utilized only for school events, thus we could work these events and get back our time during the summer.

LISTEN TO THE KIDS

Be a human being with the kids and not a robot

Build a relationship with the students to gain trust so the student will be comfortable to come to the SRO with any problems or concerns.

Helping the child with life skills by having reality talks and discussing scenarios

Funding to help improve the safety of my campus

More security cameras in elm schools.

Rifle rated vests for active shooter response

Have school board members and superintendents spend a day or two with an SRO at a high school or middle school.

Allow all SROs to attend SRO conference

Realize that you cannot control what the school system wants to do
Training opportunities related to Administrators and LEO’s and their working relationships
Formal training with the teachers/administration as to the role of an SRO in the school

All SROs attend the State/National Conference on a yearly basis paid for by the school system

Know more on cyber crimes

Funding for further education- my agency cannot pay for MAT- Master of Arts Teaching (UNCG)
More SROs in High Schools / Most high schools need at least 2 officers assigned due to the size and threats.

I feel the SRO MOU conference in which SROs and School admin attend together is very valuable in clarifying the responsibilities of SROs and clarifies to school staff what SROs are expected to address as well as explaining what should be a school issue

Build a positive relationship with as many students as possible, attend sporting events, band events, chorus events, be involved and be seen.

Access to more social service contacts

More cooperation from administration

School Administrators need to attend SRO training conferences

SRO TACTICAL TRAINING

TEACH THE SCHOOL STAFF THE SRO JOB REQUIREMENTS

Getting patrol officers familiar with our schools

Bring back corporal punishment in schools

Have an SRO in every school rather than one officer for multiple schools

We receive training from the school system on what their rules and expectations are for us as officers, but the administration seems to have no training or knowledge about what to expect from officers. This could improve relations between the two job functions.

Tactical Training

Laws to implement basic safety measures/codes and inspections like the fire marshal.

NO CELLPHONES BY STUDENTS.

Make it very clear to administration what SROs are and are not expected to do. It is very different depending on what school we are assigned.
Mandate that all SROs attend the SRO Conference at least once in their first 2 years of being an SRO

K-9 and Stop worrying about the perception it’s about the safety of our children

Less red tape when working criminal cases as far as student information and demographic info.

Give officer’s the ability to check children when certain items are noticed such as bandanas and such.

Quit introducing legislation that creates obstacles for just the SRO to be able to even view a recorded video

Training in areas of communication

More than one SRO for larger schools

To always maintain open communication and understanding with the staff, students, parents

The school system needs to have paperwork of a student transferring into the system before they can attend school. Too many times the child is being pulled from a mental health system and dropped off in regular public school without the school having any knowledge of the student’s history. Often times that student causes a major disruption (fight, attempted suicide, possession of narcotics, under the influence, jumping off the bridge at US 1) before their medical or behavioral history is learned.

Have 2 SROs assigned to the larger high schools

1 Class on how to deal and understand juveniles.

More training with school admin on SRO roles

Quit busing kids in altogether

Information sharing regarding new trends with gangs with nearby schools.

More trainings to network with other SROs

App for students to make reports

More youth and officer interactions, camps-

Better training

Have a Crisis Team and Plan at every school.

SRO Tip Line

Can help the teachers and the administration understand the role of a SRO, and the students as well.
That there be more of us, this is an underappreciated position.

More training that is SRO specific.

We need more support from our agency and from supervisors

Better security/camera systems at the schools

attending the yearly SRO Conference
Concentrate on highlighting the importance about building relationships with the students. Especially the students that we may end up charging
Better pay

We need SRO in every school

More training

Job clarification for stakeholders (administration, teachers, etc)

Building a relationship with the students, to gain their trust.

SRO Office gun safe for active shooters

More training dealing with juveniles, EC kids,

Continue joint training with school administrators and their respective SROs.

I work in a High School. I think that there should be more than one officer, inside each High School.

Do away with mandatory feeder school visits. Keep the SRO in the high school more, where he is assigned.

More officers in each school

More training available during summer months

Ways to get Parents Involved with us and the School’s Administration
Our Drug Prevention Program model- “Drugs: the hidden side effects”. This program is a testimonial biased program in which 3 Deputies share their life experiences about family members who used drugs and how it affected their everyday life. My mother and father was absent from my life due to their life decisions to use drugs (crack cocaine). Another deputy’s brother overdosed after using GHB. Another deputy speaks about losing his brother who was an alcoholic that committed suicide. This deputy also lost his nephew to ecstasy overdose. This program has been impactful to Currituck student over the last 6 yrs.

Pay incentives

Better security features for the school buildings
Creation of specific schools directed at the SRO.

Stop holding school administration accountable for the number of students suspended. The students should be held accountable for their actions.

I will let you know after one year

Understanding and empathy of the students we serve.

BEING OBSERVATIVE AND LETTING THE STUDENT KNOW YOU CARE HAS MADE IT EASIER TO COMMUNICATE EFFECTIVELY WITH STUDENTS

Get rid of D.A.R.E

Not Sure

More Officers

More advanced training

Have it mandated that there is an SRO in every school from elementary to high school.

Safety- building security

NEED MORE FREQUENT ASSEMBLIES FOR BULLYING

More SRO positions

Better Pay

Funding for SROs in every school

More SROs

More local training

More Law based training and knowledge of when officers can intervene in an elementary school setting

Prohibit students from possessing electronic devises at school except those required for educational use.

More training for SRO

Various critical response training

Jurisdiction anywhere your school may be playing or visiting
Active Shooter Response Training

More SROs in the schools...at least one in every high school and middle school

Some kind of regulation of cell phones in school. There is an epidemic of child porn. (i.e. selfies)

Bigger Office

Increased pay

Change the name from School Resource Officer to Student Resource Officer. Focus should be on serving students instead of serving administrators.

Listing the classroom numbers on exterior windows for emergency personnel.

For Principals to be educated on reasonable suspicion & probable cause and other laws

Any kind of active shooter training

Training of any sort

Training is always good.

better understand between the SRO and school admin

Funding for increased security

Teen court

Better understanding of job, your duty and responsibilities as an officer compared to regular police officers.

Learn the needs of the school you are assigned.

Need to have an officer assigned to every school. To include all of the elementary schools

More Support and Understanding from Groups who are against having officers in school.

Try to get to know the kids on their level

Maintaining up to date and continued training.
An additional SRO officer on duty

Communication skills

training for kids of all ages about bullying
More specific juvenile laws & procedures

Develop an SRO class for school administrators and make it mandatory.

More training with staff

Programs to deal with incidents as an alternative to juvenile petitions for 1st time offenders and minor offenses

A regularly updated contact list of SROs throughout the state.

The state can provide a mandatory legal update for SROs every year

I think the school Admin needs to understand that SROs don't work for the school. They work with the school

Have up to date training
More training with mental health

Additional juvenile training

More equipment for SRO to use at the schools

SRO should be doing the same job and not have "fixed" position.

Better working relationship with the principal and the SRO. It would be nice to be able to correspond with each other over matters that are vital to the safety and well-being of the students and staff.

More summer classes. Our supervisor will not allow us to attend classes while school is in session. Only in the summer.

SRO have its own division as we do.

More training, especially in subject areas listed in question 13.

The NCJA has a small amount of training opportunities during the summer (When most schools are on break) It would be great if that would be addressed.

I would love to see school administration have a more clear-cut understanding of our roles as a SRO

Be patient with the school staff and instruct them on your duties

Officers should learn how to navigate social media to observe student behaviors among peers.
More SRO for Elementary so the Middle schools and High School have their SROs completely dedicated to them.

More funding for additional positions

Staff training

Getting school staff to completely understand the duties of an SRO

Inform principals/teachers the law

At least 2 Officers at every High School

For school administrators work better with the officers when comes to providing security on campuses

Officers at high schools only being assigned to the high school

Have the Law Enforcement Officer assigned to the schools be more involved with the kids. To further the LEO's knowledge in the gangs, and other illegal activity going on in the school.

More officers (officers in every school)

Equipment to improve safety of personal while in school. I.e. better cameras, blocking devices for doors

trainings that includes staff--so that everyone can see each other perspectives

Dogs at every school

Allow SRO to take students on Jail Tour so they get an idea of where they don't want to be.

More time for staff to train with the SROs at the school.

Bi-monthly newsletter to all SROs state wide. newsletter should contain school incidents and the proper way to handle them and pictures/stories of SROs with their students. Ideas and problem-solving ideas for certain situations. Upcoming classes on juveniles and an officer of the month award with pictures. Just an idea.

More training.

Communication with administration and higher ups regarding SRO duties

More opportunists for solo active shooter in months school is out.

Training with school admin and teachers.

Training with SROs and juvenile justice so they could be on the same page
More training on all topics.

More comfortable uniforms to be more interactive with the students

Activities with youth

All SROs should have Critical Response Training.

To meet with other SRO and discuss issues during the school year.

More training outside of school days

More training for administrators and teachers so they actually know the responsibilities of the SRO.

I think this should be a position for someone who likes to be around kids.

More training

More funding to provide more activities that the SRO does themselves to interact with the students

Promotion along the same lines as other special assignments. ex: detective becomes Sgt. after one year

SRO In Every School

Availability of training

More tactical active shooter training

A program like RMS (Police or Sheriff Pac) that is independent from any system so it is easier to take notes, daily logs that’s not on paper. There are limited programs out there are too much for an SRO position

Mandatory conferences to discuss the changes of student’s perception of their role in society.

Funding for officers in every school

Training in SRO related issues

More training.

To help the image of School Resource Officers, agencies should be hiring experienced officers in law enforcement. Not the officers that no one wants. When I came to School Police I was surprised at the level of education and experience that fellow officers possessed.

TRAINING WITH NEWLY APPOINTED SCHOOL ADMIN TO ASSIST IN UNDERSTANDING THE ROLE OF THE SRO AND THE VALUE OF THE SRO AS A RESOURCE OF INFORMATION.
Department states that cannot send us to the conference every year due to funding. Help fund sending us and maybe send some to the National Conference.

Money for additional resource officers

Training on locating and deterring drugs that can't be found in a k-9 search, such as prescription medication.

If more than 750 kids at a school, a second SRO should be assigned to that school as well

I am a Lieutenant over 17 SROs and 1 Sgt. so my perspective is supervisory and past SRO. It would be beneficial to have joint training for SROs and school admin so they can "get on the same page". Often we run into case where the admin and SRO have different understandings of how things go; ex. who handles what, what should the SRO be involved in. Fortunately, in Cabarrus County for the most part our SROs are considered an extension of the admin team but there are a few cases where there is little to no relationship between the two entities and I think it stems from a lack of understanding on both parties.

A way to fix entitled parents and students!

More Officers visiting my Schools

More training that is specific for SRO

Training to the officers that are new to the SRO position

A SRO IN EVERY SCHOOL

Supervisor communication

Be open to students

Prior law enforcement experience

Deferral Program that includes 18-year old’s for school related crimes

More than one officer at a school

More Summer trainings SRO related

Make it mandatory that schools over 1200 children have an additional SRO

My school doesn’t currently have a surveillance system. I highly recommend our school system invest in a video surveillance system as soon as possible.

HAVE TRAINING SESSIONS THAT INCLUDE TEACHING STAFF SO THEY UNDERSTAND OUR ROLE IN THE SCHOOL.
Additional SROs in each school

Physical building security

Legal updates as we transition into the new laws concerning age of juveniles

You should have a very good relationship with your students in school and out of school

Attend NCASRO Conference for SROs and School Administrators

Need more focus to find officers that love to interact with children and have a calling to work with youth.

IN MY CASE I WOULD LIKE TO SEE AT LEAST ONE MORE OFFICER ASSIGNED.

Pay raise or increase

More training and the ability to attend more conferences

Equipment

An officer in every school

NCASRO conference more affordable and during the summer months when school is out.

Must love working with kids.

SROs tend to be set aside just as Law Enforcement Officers only and are not included in staff discussion/interaction

Schools working together with SROs

Better Pay

**PART 2 OF RESPONSES:**

Better Patrol Vehicles.

Get school systems to use SRO more in classroom settings

More continuity from department to department on what the job entails.

Schools involving the SRO units more in planning and operation, not just looking at the SRO position as a type of Security Guard
More affordable training.

Training that comes to us as the department may not all ways be able to send officers to train elsewhere.

Require or strongly recommend All LEA to send all SROs to Attend NASRO Conference for additional mandated training's

Higher pay or grants that supplies equipment, vehicles for SRO, and higher pay
Diversity, how to treat, show fair treatment

SRO specific on-line classes for EC children etc.
more schools built or smaller overall numbers

Don't walk around like a robot to the kids or staff.

Bullying is a major crime that is seen in Middle School and on the bus.

Not required to do job it should be volunteer

Communicating/Ethics

Training (specialized) in firearms (pistol/carbine)

Mid-year and beginning of the year regional SRO meetings, annual statewide SRO meeting

Understanding the dynamics of being an SRO

I feel that there should be a state requirement that there be more than one SRO in a school with 1800+ students.

DON'T BE COMPLIANCE

Interact with the children

Get involved with an after-school program for in between kids (kids that get in trouble, but have potential) to teach them to have good leadership skills and to not be a follower.

Counseling a student to becoming a better person and making better decisions

Better locked door system etc.

Better cameras

Resources that remove convicted violent offender juveniles from traditional "home" school setting

Training that would pair teachers and SROs working together to assist students
assist in professional development of police officer and educators- workshops for teachers may include SROs

Build a positive relationship with as many staff members and parents as possible. Be willing to listen and give advice and offer other options other than jail when possible.

School Administrators & teachers need to attend more detailed lock down training such as ALICE or ALERT

BE PROVIDE LONG GUNS AND MORE AMMO

HAVE THE ADMINISTRATORS UNDERSTAND NJ VS. TLO PROFICIENTLY

More SRO based training

Consistency at schools with discipline from Admin (Principal and APs)

Make principals follow instruction and report offenses to the SRO as they should.

Narcotics Investigations

Offer more training that is specific to the type of school and to dealing with the growing special populations.

Bring more awareness to parents and school staff the reasons SROs act in various situations. The public does not understand that a 14 year old trying to fight an officer is just as dangerous as an adult.

Receive training in First Aid, CPR & AED

The new Law 18 juvenile, fix the issue stop making it harder on us

Free flow of information without court involvement.

Training in de-escalation tactics

Push for, at the state level to have mental health professionals at the school. There is a strong need for this position and it was cut from the school budget.

Have the school administration be more proactive in dealing with students skipping and conduct more searches.

Classes on interacting with juveniles.

More security training for facilities admin and SRO

Competitive salary
More mentor counseling training

For school staff not to hide information from you.

Agency cell phone

More focus on security.

Training on mental health with youth.

Placing the most tactical officers in the schools

Make sure that administrators and SROs clearly understand their roles in working with each other

More resources

Dealing with students with mental health issues

Better resources (example-metal detector)

Get involved with the in between trouble students that have potential by having afterschool programs to teach them leadership.

Allow the SROs to participate in teacher workdays at the schools to build relationships with teachers and staff and to catch up on paperwork.

More equipment for rapid response

Positive interactions with school children and their parents.

training for school administrators on working with officers in everyday school settings

Report crimes immediately. Let the SRO help the school investigate. Teamwork.

Training on cultural biases

CONSTANT VIGILANCE

Let SROs have input on the MOU

More Training

NEED MORE FREQUENT ASSEMBLIES ON CYBER CRIMES

Better Vehicles
Training for school administrators detailing the role of the SRO, what we legally can and can't do

More Principal & SRO training

It is a myth that SROs are at schools to provide security for the students. SROs are at schools to "police" the students. If SROs were at schools to provide security to students from outside threats, an SRO would be assigned to EVERY school, without question. Fund SRO positions for every school, including elementary schools, so that SROs remain at one school during the day. School administrators can't be expected to have administrative duties at multiple schools due to logistics and the number of staff and students that would be involved. Likewise, SROs can't proactively maintain security at multiple schools.

The elementary schools are forgotten. We need help and coverage for 12 vulnerable elementary sch.

Better equipment

Listing classroom numbers inside the classroom so students would know what room they are in, in the case of an emergency.

More SRO trainings, meetings within the county to share, network

Gun safes in the building for long rifle

Relations with juvenile justice

Training on how to be more people friendly when dealing with students and parents.

Communication with all staff at school.

Be extremely outgoing

Additional trained officers in SRO, when a replacement or sub is needed
Time management training for kids of all ages about drugs

Offer law enforcement officer a "dress down" uniform as to not be as visually intimidating

More K9 walk throughs

A way for SROs to share trends they are seeing in their school, with other SROs

More access to Juvenile CIT training opportunities

We are not put in the school to act as a hired Bully. We are there to assist and educate students as to the Laws of NC. We are also there to enforce those laws when needed.
Help in keeping teachers and staff aware of their role during a school crisis

Grants so all agencies could attend conferences

G.R.E.A.T program in the high schools and not only in the elementary schools

SRO need an office to work at their assigned schools. Not a shared space with other school staff.

SROs having a time where they can explain the role of an SRO to the staff and students as well as the resources they can provide. This will also help in establishing boundaries and building a good rapport with everyone involved.

More SROs

Having more than one S.R.O. assigned to High Schools, possibly even more than 2 at some.

More widespread advertising for training that is offered at different locations like at Community Colleges and/or at individual agencies.

I would like to see a mandate that to be an SRO you must have a certain amount of LEO experience to take this position.

Monitor social media

Officers should maintain officer safety training and patrol techniques to make up for time in schools and off the road.

Easy Access to rifles. Ex: Harnett county is building mounted safes for rifles in the SRO offices with finger print and password locks.

More interagency training

All teachers need to know our roles

When officer recommend security changes the school should make changes for safety for everyone kids and family

Middle School SROs having no more than two total schools to maintain

Have the LEO go to more training on gangs, and the types of drugs that are going on in their school and the environment around them.

Training to deal with special needs kids

An email system that shows what crimes and trends are trending in schools currently not yearly
Having 2 SROs assigned sounds like a great idea to have more presence at school which I believe is a huge Factor!!

Encourage school boards to pay for the NCASRO conferences so all SROs can go. They have great training subjects each year.

Suggestion box that way staff and students can voice opinions about SRO to help the SRO better understand what needs to be done at the school.

More opportunities for school related classes at NCJA in months school is out.

Autism Training

Better commutation without outside agencies.

All SROs should have shot gun and long rife in their patrol vehicle.

Grant writing for youth programs we create

A budget to reward kids who are doing well in school and the community.

Level 4 body armor, tactical gear and gun safe in SRO office for quicker response to active shooter or another like scenario.

More training on dealing with juveniles.

Opioid abuse training among teens.

A collation of student, parent and SRO: Get to know each other.

Training with Administration n SRO together at my school.

Not get just hand-me-down equipment that patrol has already worn out. We are the dumping ground.

Encourage the schools to treat the SROs as part of the team and family.

Make sure school staff knows the difference in our job and what we do vs their job and their function.

More funding for training specific to SROs to be done in the summer. I budget some training for my SROs but sometimes the county cannot fund everything that is available and would greatly benefit the SROs.

Or each School needs a SRO.

Help the officers to understand our specials needs kids.
The school system having more mental health resources on campus

Be responsible for law only, no school rules

SRO manned juvenile summer camps (GREAT, DARE, ELEMENTS)

More training

Add a class in MIST on how an agency can utilize the SRO and support the SRO

MEET WITH STUDENTS IN GROUPS AND GO OVER WHAT THEY SHOULD ALREADY KNOW

Bilingual

More training specifically for SROs

Greater offering of SRO geared classes relating to problems our students deal with daily ex. Social media

Family issues

SRO Training scheduled during summer hours while school is not in attendance

No suggestions

RECEIVE INFORMATION ON TRAINING AND SRO EVENTS

Better or new equipment

Incentives or overtime pay

Equipment

DARE officer and SRO be separate positions

School Principals and Asst. Principals have more training on what SROs can and cannot do in a school setting

Let the kids at your School know you truly care about them.

Accurate reporting of incidents within the school system.

More Officers

More officers inside the schools rather than trying to cover multiple schools

More than one SRO at larger schools
PART 3 OF RESPONSES:

Implement a new program like the DARE PROGRAM.

Mandated responsibilities and program guidelines for SRO to be followed up on to ensure all departments and programs are run equally
More partnership with the school system

Safety, how to patrol grounds and pickup on unseen dangers on campus

Yearly training in person and or conference set-up

Tougher punishment on kids when they do wrong

Be open minded.

We have seen an influx of female/male that are sending nude photos of themselves

Teach Officers to leave EGO at the door

Mentoring/leadership training.

State mandated training so that SROs are created more equal in their training/procedures

Optional individual training, affordable for the individual choosing to go.
Attending the state offered conferences in your jurisdiction

STAY PROACTIVE INSTEAD OF REACTIVE

Build a positive relationship with the child and their parents and assure them you have a concern for their safety and well-being

More SROs

Support for teachers who are concerned for their safety/job security when dealing with out of control students in high-risk schools

Training that would pair Principals and SRO supervisors

Be flexible and be seen as much as possible. Work traffic in high visibility areas and use other officers as much as possible. Have lunch with the students and use K9 officers as much as possible. I bring 5 to 7 K9 officers into the school once a month randomly. The staff and I know that the K9 units are a very big help in assuring that drugs at school are reduced greatly.

Provide funding so all SROs can attend the NCASRO conference every year. Currently this conference is the best training provided specifically for SROs
REPORT CRIMES TO SROS

Education and awareness tailored to specific issues we see.

Official age appropriate lessons to teach students about active shooters without terrifying them.

Bring harsher consequences against students who present a safety risk to the students and staff. There are several students at schools now that are a risk and they are still permitted to attend because they have a behavior plan or mental health plan. I understand these students still deserve an education. However, they should not be allowed to continue their behavior around students who are not doing anything.

Have more classes the involved teachers especially administrators, explain the duties of each.
2 SROs at high schools
Role play crisis situations with staff.
Training on how to communicate better with juveniles and their parents.

SRO goes to conferences

Be able to focus on safety of school and not minor discipline actions such as collecting cell phone

Dedicate an SRO to all middle schools.

Too many students are allowed to roam the campus if they are "bounced" from a class. If a student has been disruptive enough to be sent out of class, that student should leave the school. Schools should be focused on the students who want to learn, not the disruptive students.

HOW I CARRY MYSELF CAN ESCALATE OR DE-ESCALATE SITUATIONS

EQUIP EACH SRO WITH A LONG RIFLE

More money

NEED MORE FREQUENT ASSEMBLIES ON DRUG ABUSE

More Training

We have many military kids which brings a broad gamut of issues. (single parent, diff. cultures...)

Clear chain of command

Adding more Officers to the schools

Dedicated training time each year from the school to teach the staff.

Working more closely with Administrators and staff members at the schools.
Never let the students see you when you’re not your best

Mentor programs

Training for kids of all ages about media usage and cell phone

Suggestion for more cameras at every school

Offer a course for school districts on what a SRO can and cannot do. We need the community to understand that some of our best relationships at the school are with the kids who are often the biggest problems.

Training scenarios on your school's campus

Counseling training

An increase of officers in certain schools

Information shared throughout the SRO Community that would be timely and more information shared about gangs.

Build student relations

Officers should be aware of incidences that occur off campus that may affect students at school.

The age which we can charge for criminal crime should remain 16. If it does not you will see a decline in discipline in all the high schools.

SRO Supervisors assigned to a physical office in the superintendent's building as a liaison

Schools be assigned potentially more than one SRO based off of number of students along with crime related incidents

resources (quick reference books/guides)

Mandatory drug searches that students would not know about. K9 Dog searching parking lot and lockers mandatory.

Have the media (TV stations, radio) do positive segments on SROs helping students and the communities. (note: For years I have spent the little money I made working the ball games to buy pizzas and hot dogs to give to the kids during the games. These are some of the kids I deal with every day and that might be the only thing they eat that night. We do it because we care). Be positive.

Possibility for doing a mass casualty drill in the county pulling outside resources to work together. Jurisdiction off campus.
All SROs should have some type of hand to hand combat training.

For school admin to handle problems rather than using us to be the “bad guy”

A budget to assist the kids who are less fortunate or have less than desirable home lives.

Universally programmed radio that can access radio channels for all schools in county, not just the school where assigned

School employees to stop trying to use SRO for their own personal bully for undisciplined children

Suited prevention training among teens

More lockdown drills

Have training over the summer involving the admin and SROs together.

Any overtime worked should be comp time so that when kids get summer break, the SRO has the same break

Dare to be taught in schools again

Be supportive to staff and students

Juvenile resources vs Juvenile criminal action

Increase awareness on the value a SRO has to the school and to the Police Department.

MAKE SURE STAFF UNDERSTANDS WE WANT TO SEE KIDS GROW JUST AS MUCH AS THEY DO. WE JUST HAVE TO DO IT IN OTHER WAYS.

No suggestions

More SROs

Increase in salary

Equipment

Let the kids know that they are at School for four reasons. To Learn, Make Friends, Have fun and Feel Safe at all times.

We put in too many hours at not only our assigned schools sports events but also the High School resulting in sometimes 16-hour days, multiple days per week
12 NCAC 09B .0313  CERTIFICATION AND TRAINING FOR SCHOOL RESOURCE OFFICERS

(a) A "School Resource Officer (SRO)" is defined as any law enforcement officer assigned to one or more public schools within a local school administrative unit, as defined in G.S. 115C-5(6), who works in a school at least 20 hours per week for more than 12 weeks per calendar year to assist with all of the following:

1. School safety;
2. School security;
3. Emergency preparedness;
4. Emergency response; and
5. Any additional responsibilities related to school safety or security assigned by the officer's employer while the officer is acting as a School Resource Officer.

Any written memorandum of understanding between the local school administrative unit and the law enforcement agency governing the School Resource Officer shall be consistent with this Paragraph.

(b) Law enforcement officers assigned by their agency to perform duties as a School Resource Officer shall:

1. have been issued general certification by the North Carolina Criminal Justice Education and Training Standards Commission as a law enforcement officer; and
2. have until December 31, 2020, to complete the Basic School Resource Officer Training course, if they are acting in the capacity of a School Resource Officer between October 1, 2018 and December 31, 2019. Any officer assigned as a School Resource Officer effective January 1, 2020 or later shall complete the School Resource Officer Training course pursuant to Paragraph (f) of this Rule, within one year after being assigned as a School Resource Officer. Law enforcement officers who previously completed the training pursuant to Paragraph (f) of this Rule and who have been continually assigned as an SRO pursuant to Paragraph (a) of this Rule shall be credited with completion of the Basic School Resource Officer Training.

(c) A law enforcement officer assigned to one or more public schools within a local school administrative unit, who works in a school at least 20 hours per week for more than 12 weeks per calendar year and who has not completed the initial training as established by Paragraph (f) of this Rule shall not work in a school as a School Resource Officer until the officer has completed the initial training as established by Paragraph (f) of this Section.

(d) The agency head shall submit to the Criminal Justice Standards Division a Form F-20 Commission School Resource Officer Assignment Form for the person(s) selected to act as a School Resource Officer for the agency. The Form F-20 is located on the agency's website: https://ncdoj.gov/getdoc/576c353c-0dcb-4e48-8cc4-c9d17985541f/SRO-form.aspx and must be completed in its entirety. The Commission School Resource Officer Assignment Form consists of the following:

1. applicants name;
2. date of birth;
3. social security number;
4. name of agency and address;
5. date awarded general certification;
6. completion date of School Resource Officer training; and
7. date assigned as a School Resource Officer.

(e) The term of certification as a School Resource Officer shall be indefinite, provided the School Resource Officer completes during each calendar year a one hour Basic School Resource Officer refresher training authored by North Carolina Justice Academy. For School Resource Officers who complete the basic SRO training requirement in 2020 or earlier, this requirement shall be effective January 1, 2021. For SROs, this requirement shall be effective the year following the officer's successful completion of the Basic School Resource Officer Training course. A certified School Resource Officer who has not completed the refresher training during a calendar year as established by this Rule shall not work in a school as a School Resource Officer until the officer has completed the required refresher training as established by this Rule.

(f) The Basic School Resource Officer Training course for law enforcement officers shall provide the trainee with the skills and knowledge to perform in the capacity of a School Resource Officer. The Basic School Resource Officer Training course authored by the North Carolina Justice Academy shall be used as the curriculum for this training course. Copies of this publication may be inspected at the office of the agency:

Criminal Justice Standards Division
North Carolina Department of Justice
1700 Tryon Park Drive
Post Office Drawer 149
Raleigh, North Carolina 27602
and may be obtained at the cost of printing and postage from the North Carolina Justice Academy at the following address:

North Carolina Justice Academy
Post Office Drawer 99
Salemburg, North Carolina 28385

History Note: Authority G.S. 17C-6; 17C-10;
Eff. October 1, 2018;
Amended Eff. October 1, 2019.
Title: Course Abstract

Lesson Purpose: To provide the student with information regarding the School Resource Officer (SRO) concept and the skills necessary to help reduce the occurrence of juvenile delinquency and crime through early intervention in the schools.

Training Objectives: At the end of this block of instruction, the participant will be able to achieve the following objectives in accordance with the information presented during the instructional period:

1. Define “School Resource Officer” and discuss the history and concepts associated with the School Resource Officer program.

2. Identify and analyze legal concepts applicable to the authority of the SRO in investigating crimes.

3. Discuss the aspects of the educational system including techniques to correctly address students in a classroom setting.

4. Define the term “gang” and identify methods to reduce gang-related activity.

5. Recognize and compare disabilities covered under the Individuals with Disabilities Education Act (IDEA).

6. Identify risk factors and warning signs of a variety of mental health challenges common among juvenile.

7. Demonstrate the ability to respond and engage in various role-play exercises properly.

8. Discuss strategies available to reduce the risk of violence and crime on school campuses including response to critical incidents.

9. Prepare and present a presentation designed for grade school students in a practical exercise.

Hours: Forty Hours (40)

Instructional Method: Conference Discussion Homework Assignments Practical Exercises Role Play Exercises
## Orientation

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<th>Testing Requirement(s):</th>
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<td>Post-Test</td>
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<td>Training Aids:</td>
<td>LCD Projector/Computer</td>
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<td>Flip Chart/Markers</td>
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<td>PowerPoint Slides</td>
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<td>References:</td>
<td>See individual lesson plans</td>
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<tr>
<td>Prepared By:</td>
<td>Scott Grantham</td>
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<td>Coordinator/Instructor</td>
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<td>Revised By:</td>
<td>Scott Grantham</td>
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<td>December 2018</td>
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School Resource Officer Training

Course Schedule
(Subject to Change)

Monday
8:00 – 10:30  Orientation, Pretest & Student Interviews
10:30 – 12:00  NC Tarheel Challenge
12:00 – 1:00  Lunch
1:00 – 5:00  Roles of the SRO

Tuesday
8:00 – 12:00  Legal Issues for SRO’s
12:00 – 1:00  Lunch
1:00 – 3:00  Education
3:00 – 5:00  Gang Awareness

Wednesday
8:00 – 12:00  Exceptional Children
12:00 – 1:00  Lunch
1:00 – 4:00  Juvenile Mental Health
4:00 – 5:00  Problem Solving

Thursday
8:00 – 12:00  Campus Safety & Critical Incident Response
12:00 – 1:00  Lunch
1:00 – 5:00  Student Presentations

Friday
8:00 – 9:00  Posttest
9:00 – 12:00  Student Presentations
12:00 – 1:00  Lunch
1:00 – 5:00  Student Presentations
Scott Grantham  
Instructor/Developer  
North Carolina Justice Academy

**Experience**
Scott’s eighteen years of sworn law enforcement experience has allowed him to serve in several capacities: Patrol officer, Domestic Violence Investigator, Traffic, Criminal Interdiction, Canine, Senior SERT Operator and School Resource Officer. Scott continues to serve as a sworn reserve deputy with the Sampson County Sheriff’s Office.

In 2011, Scott chose to become a School Resource Officer shortly after the retirement of his canine partner who sustained injuries. In his position as a School Resource Officer he was responsible for four schools which enrolled approximately 2000 students.

Scott came to work at the North Carolina Justice Academy in January 2014 as an Instructor/Coordinator. In that role, Scott is responsible for the instruction and/or coordination of the following classes: School Resource Officer Training, Advanced School Resource Officer Training, Online and Web-blended SRO Training, DARE Instructor Training, and other training as needed. Scott is responsible for coordinating the following training conferences: North Carolina Association of School Resource Officers Conference, North Carolina Juvenile Officers Conference, North Carolina DARE Officers Conference and the Eastern North Carolina Gang Conference. Additionally, Scott coordinates the North Carolina Justice Academy’s School Resource Officer Certificate Program.

In April 2017, Scott was appointed by Attorney General Josh Stein to the Governor's Task Force for Safer Schools. In addition to the sworn task force appointment, Scott was selected by the task force chairman to chair a school resource officer sub-committee included within the task force.

**Education**
Graduate of Clinton High School  
AAS– Criminal Justice  
Advanced Law Enforcement Certificate

**Certifications**
General Instructor, Specialized Firearms Instructor, Specialized Driver Instructor, Rapid Deployment Instructor, Simunition Instructor, Standardized Field Sobriety Testing Instructor, Police Canine Instructor, Drug Recognition Expert and Emergency Medical Technician.
Title: Roles of the School Resource Officer

Lesson Purpose: To present the student with the definition, history, and concept of the SRO program and its role in the reduction of youth violence and crime.

Training Objectives: At the end of this block of instruction, the participant will be able to achieve the following objectives in accordance with the information presented during the instructional period:

1. Define “School Resource Officer.”
2. Discuss the history of the SRO program with particular emphasis on the history of the North Carolina SRO program.
3. List the three key roles of being an SRO and differentiate between those roles as they relate to the different school settings.
4. Identify the goals and perspectives of the SRO program as well as the crucial aspects of being a positive role model.
5. Discuss the aspects of cultural diversity within the school setting.
6. Discuss and list the four steps in the SARA problem-solving method.
7. Discuss strategies for getting started as an SRO.

Hours: Four (4)

Instructional Method: Discussion/Conference

Materials Needed: Lesson Plan and Handouts
Pen/Pencil/Paper

Training Aids: LCD Projector/Computer Screen
Flip Chart/Easel
Markers
PowerPoint Slides
Videos
Roles of the School Resource Officer

References:


Roles of the School Resource Officer


Prepared By: Scott Grantham
Instructor/Coordinator
North Carolina Justice Academy

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Roles of the School Resource Officer

Title: Roles of the School Resource Officer

I. Introduction

A. Opening Statement

One of the most significant challenges facing the youth of America is the selection of positive role models. By working together, law enforcement agencies and school systems can provide the needed support to this challenge by placing well-trained officers within the school community. With an effective personnel selection process, school resource officers provide a source of positive community modeling for youth, particularly in the areas of citizenship, decision-making skills, and assuming responsibility for the consequences of one’s actions.

B. Training Objectives

C. Reasons

“Crime and violence in America’s schools have largely been attributed to a number of external factors in the community. Law enforcement officers bring insight into community-related crime for school staff members. Through interaction with school personnel and in-service training, officers provide valuable educational services to the schools.

For almost a decade law enforcement officials have moved away from the more traditional role of incident driven policing to the new era of a community policing model. Community policing has now become a welcome addition to the school community. Community policing supports and reinforces good citizenship in students by approaching schools as neighborhoods and students as their citizens.”

II. Body

A. School Resource Officer

The General Assembly of North Carolina, in House Bill 938, defines a School Resource officer as “a law enforcement officer who is assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response, or any other responsibility assigned by the employing unit.”

United States Code defines a School Resource Officer as “a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations:
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1. To address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school

2. To develop or expand crime prevention efforts for students

3. To educate likely school-age victims in crime prevention and safety

4. To develop or expand community justice initiatives for students

5. To train students in conflict resolution, restorative justice, and crime awareness

6. To assist in the identification of physical changes in the environment that may reduce crime in or around the school; and

7. To assist in developing school policy that addresses crime and to recommend procedural changes.”

B. The historical development of the School Resource Officer Program

Before the 1950s, the concept of a "School Resource Officer" was not widely heard of. Most interaction between school and local law enforcement was done on an informal basis and by request. Educational topics such as bicycle safety, stranger danger, and traffic safety were common.

The first SRO program started in Flint, Michigan in the 1950s. The programs overall goal was to improve the relationship between local police and youth. Officers were placed in schools on a full-time basis for the first time. They served as teachers and counselors. A survey given at that time allowed for a look at the attitudes youth had about law enforcement. The program was determined to be a huge success and Flint, Michigan became a model for future school resource officer programs across the country. Positive evaluations have kept the program in place for over 40 years.

1. 1963: Tucson, Arizona

Officers were assigned to Junior High Schools. Their primary goal was to improve the relationship between police and juveniles. The success of the program prompted expansion into local high schools.

2. 1966: Saginaw, Michigan

The program differed from others in that department resources did not allow them to assign just one school to each SRO. Instead, two officers were in charge of covering all the schools in the city which included: two high schools, five junior high schools, and twenty-seven elementary schools. The program quickly realized the diminishing effects of spreading their officers so thin and the changes in attitudes.
towards law enforcement were not as noticeable as in other communities and programs.

3. 1967: Cincinnati Ohio

Classroom contact was the primary goal. Although the program followed the now generally accepted "Triad" approach to SRO policing, the Cincinnati officers minimized their law enforcement activities, except in emergency situations. A study conducted in 1969 showed the program was a success and the attitudes towards law enforcement had improved.

4. 1968: Los Angeles

This program combined the efforts of both the local police and the Sheriff's departments. Officers and Deputies were assigned to junior high schools on a full-time basis. They assumed the role of an informal counselor and became a resource for parents, students, and staff. Again, the role of the law enforcement officer was not as prevalent as in today in most SRO programs, but evolutions showed the program was successful and it expanded to include high schools.

5. 1968: Tulare, California

One officer was assigned to cover two junior high schools. Duties were to patrol campus, prevent crimes, teach law-related education and counsel students, and spent a large portion of their time as disciplinarians. Thus, a change in attitudes towards law enforcement was minimal. Evaluations though did show a significant decrease in juvenile crime and arrest rates decreasing by 52% in two years. The California Youth Authority wrote the program was very positive and needed to expand to cover the high schools.

6. 1969: Miami, Florida

The Miami Police Department started the department's first program during the 1969 school year. A significant impetus was Chief Bernard Garmire who came from Tucson, Arizona where the SRO program had long been in place. The program soon expanded from Miami to the remainder of Dade County. Evaluations showed the program to be effective at strengthening the relationship between youth and law enforcement.

7. 1972: Orlando, Florida

The Orlando Police Department started a pilot program in 1972. Officers were placed full time in two junior high schools. Evaluations also showed the program to be effective in reducing crime
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and improving the attitudes towards law enforcement. The program was later expanded to all Orange County junior and high schools.

8. 1975: Hillsborough County, Florida

Officers serving as teachers, counselors, and law enforcement were placed in junior high schools in 1975. Positive evaluations soon prompted expansion into all junior and high schools in the county. The program included both the Sheriff's department and the local police department.

9. 1971: Charlotte, North Carolina

There were ten police districts, and each district had an officer assigned to the schools in that district. The program was created because of racial tensions and a negative police image. The program was designed to promote a positive image and was strictly an officer friendly style program. The officers took no enforcement action in the schools.

A second SRO program was created in 1980 and was deemed a specialized unit. The officers were still in officer friendly mode. There were a total of 9 officers assigned to cover 10-11 schools each. The emphasis was on safety and positive police programs and still involved no enforcement action.

In 1993 a total of 29 officers were assigned to the specialized unit. The unit was all-encompassing handling programs and criminal investigations. Each officer was assigned to one high school, one middle school, and three to four elementary schools.

In 1994, the North Carolina Justice Academy began offering basic SRO training. The Academy continues to provide basic and advanced level training to officers throughout the state including SROs.

Governor James Hunt established the NC Center for Prevention of School Violence (CPSV) in 1993. The Center promoted the establishment of SROs in many high schools and middle schools across the state. Many law enforcement agencies added SROs through community policing grants from the Federal Government. For two years, the CPSV existed as part of the Governor's Crime Commission. In 1995, it was moved to North Carolina State University so that research resources could be used, and its impact could be expanded. In 1998, the Center was folded into newly established Center for School Leadership Development under the University of North Carolina's General Administration. It operated from this framework until its transfer to the newly-established N.C. Department of Juvenile Justice and Delinquency Prevention in 2000.
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Immediately following his inauguration, Gov. Pat McCrory directed the Department of Public Safety to recommend new strategies to improve the safety of North Carolina's schools. Shortly after that, the Governor created the North Carolina Center for Safer Schools within the Department of Public Safety. The Center, now housed within the Department of Public Instruction, is a source of information for school systems throughout the state.

C. The Basic Triad Concept

The triad concept divides the SRO’s responsibilities into three areas: Law Enforcement Officer, Educator, and Mentor. Effective School Resource Officers educate, mentor, and protect our school communities. In using the triad concept, SROs lead by example and promote a positive image of law enforcement to our youth.

1. Law Enforcement Officer

“As a law enforcement officer, the SRO maintains a safe and secure environment conducive to an educationally stimulating atmosphere. The SRO is the public safety specialist at the school who should take a proactive approach. SROs attempt to prevent criminal activities and disturbances at the school and react professionally when criminal situations arise.”\(^5\) The SRO is charged with proactively addressing the crimes that occur on campus, both through education and through special projects or programs. While the arrest is always a possibility, the SRO should look for ways to defer students if possible. Every school is different, so each SRO must tailor their projects to both the problem and the school.

By using all of these approaches, the SRO becomes a liaison between the school, community and law enforcement agency as well as an integral part of the educational process. The SRO’s use of authority and discretion when responding to incidents involving juveniles plays an essential role in determining whether or not a juvenile becomes part of the juvenile justice system.

The below arrest rate trends among juveniles do not appear to support the “school to prison pipeline” rhetoric that seems to plague SRO programs around the country.

a) “The juvenile arrest rate for all offenses reached its highest level in the last two decades in 1996 and then declined 70% by 2016.”\(^6\)

b) “In 2016, law enforcement agencies in the U.S. made an estimated 856,130 arrests of persons under age 18, 58% less than the number of arrests in 2007.”\(^7\)
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c) Females accounted for more than one-fourth (29%) of the estimated 856,130 juvenile arrests in 2016, youth under age 15 accounted for 28% of all juvenile arrests, white youth accounted for 62%, black youth accounted for 35%, American Indian accounted for 2% and Asian/Native Hawaiian and Pacific Islander (NHPI) accounted for 1%.  

d) “In 2016, females accounted for 41% of all juvenile arrests for larceny-theft, 37% of all juvenile arrests for simple assault arrests, and 36% of juvenile arrests for disorderly conduct.”

e) “Youth under age 15 accounted for 57% of all juvenile arrests for arson in 2016, and about one-third of juvenile arrests for aggravated assault and weapons violations.”

f) “Minority youth accounted for more than half of all juvenile arrests for murder and robbery, 45% of burglary arrests, and 40% of larceny-theft arrests.”

2. Educator

As an educator, the SRO can teach courses that are primarily law-related however the topic taught can be varied depending on the school environment and student needs. “An SRO is trained in the law and has a unique perspective when translating that experience into the classroom.” Teaching can open doors and relationships with students that would not otherwise be opened with regular officers. Some courses examples could include:

a) Substance Abuse

b) The Juvenile Justice System

c) The Criminal Justice System

d) History of Law Enforcement

e) English - Professional Writing Skills

f) Math - Accident Investigation, Computer Crime

g) Science - Forensics, DNA Evidence, Ballistics

h) Drivers Education

i) Driving While Impaired

j) Government and Law - Search & Seizure
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k) Personal Safety

l) Sexual Assault Awareness

m) Conflict Resolution

n) Teen Dating Violence

3. Mentor

As a mentor, the SRO serves as a resource for faculty, students and parents. Students will often approach the SRO with personal, academic, family or law-related problems. SROs have received extensive training regarding local programs and services that are available to assist in handling issues and conflicts. Getting the right kind of help to those that need it should be one of the SRO's highest priorities. The mentor role is probably the most dynamic aspect of the SRO assignment.

D. SRO Program Goals and Role Model Aspects

1. Bridge the gap between law enforcement officers and students

   a) Increase positive attitudes toward law enforcement

   b) Encourage more citizen-cooperation between law enforcement and students.

2. Create police-youth dialogues

   “Police-youth dialogues are conversations that serve to build trust and understanding by allowing teens and police to speak honestly about their experiences interacting with one another in the community. These dialogues provide windows into the other’s point of view, ultimately enabling participants to find common ground.”

   Police-youth dialogues generally seek to accomplish three things:

   a) “Establish how young people and police currently feel about each other.

   b) Draw out concrete recommendations for how to improve relationships.

   c) Develop actionable next steps.”

3. Reduce juvenile crime
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a) Mentoring

b) Educating students about the criminal/juvenile justice system

c) Showing an appropriate personal interest in students

4. Positive role model aspects

Being a positive role model is always an ongoing process. Students learn from every interaction they have with SROs. Therefore, it is essential for the SRO to always be a positive role model. Vital elements of being a positive role model include:

a) Good moral character

b) Good judgment and discretion

c) Consistency and fairness

d) Respect for students and staff

e) Maintain a professional appearance - look sharp, act sharp, be sharp

f) Be visible and accessible

g) Be willing to talk to the students and get on their turf

h) Interact positively with students and staff

i) Take their concerns seriously and follow up

j) Participate and support school functions and activities

k) Maintain a healthy relationship with students’ parents

(1) Attend PTA meetings

(2) Parent conferences

(3) Booster Club meetings

l) Don’t make promises you can’t keep!

E. Cultural Diversity
Culture is defined as, “the customary beliefs, social forms, and material traits of a racial, religious, or social group.”

Diversity is defined as, “the condition of having or being composed of differing elements.”

Cultural diversity is the historical foundation of America, and we must acknowledge each, group, and culture for its role in American society. While many people immediately think of race when hearing diversity, there are numerous other aspects that play into diversity, especially in the school setting.

1. Learning style
2. Athletic ability
3. Cultural background
4. Personality
5. Religious beliefs

Schools are becoming increasingly multicultural, and that increase leads to new challenges for school resource officers. As a school resource officer, you must strive to recognize student differences and instill a feeling of mutual respect and sensitivity to these differences.

F. SARA Problem-Solving Method

A commonly used problem-solving method is the SARA model. The SARA model contains the following elements:

1. “Scanning

Take a look at the situation to determine whether there is, in fact, a problem.

a) Identify the problem – Brainstorm a list of all the possible types of problems at the school.

b) Confirm the problem exists – It is good to talk with school personnel and students to see what they think the problems are at the school and if any of them coincide with the brainstorm list.
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c) Prioritize problems – Look at the problems and find the top ones that occur most often. Out of those, find the one that most negatively affects others.

2. Analysis

Consider the cause of the problem.

a) Research the history of the problems – Can school personnel or older students explain why this problem occurs?

b) Research attempted solutions – Have solutions been attempted in the past? Did they work? Why or why not?

c) Consider the people involved – Who are the people involved in the identified problem. What happened? Why are they involved and why does it occur? How do they influence the problem? Is the location an issue?

d) Analyze the offender – Who is the offender? What is his/her age?

e) Analyze the problem – Why does it occur? What are the goals and motivation? What are the risk factors involved? Is there peer influence and if so, why?

f) Analyze the victim – Who is the victim and what happened? How was he/she impacted?

3. Response

a) Brainstorm strategies – What are the possible strategies available considering the scanning and analysis phases? What has been done previously and is the new approach similar or different? What is the best strategy, who and/or what are the targets?

b) What is the final plan?

c) Who are the needed participants?

d) Who is responsible for each task?

4. Assessment

a) Evaluate responses – How will it be evaluated? What will mean success or failure?
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b) Expected and unexpected results – What changes were observed? Where there any positive changes? Where there any negative changes?

c) Refine the strategy – Does the original strategy need to be altered? Why or why not? If it needs to be altered, how will it be done?"\(^\text{17}\)

G. Strategies for starting as an SRO

“For a school resource officer, building relationships and networking is one of the cornerstones of what they do on a daily basis. As a school resource officer, the opportunity to assist in addressing and handling various problems and situations is vast. The probability that a situation is handled effectively and professionally is greater when the SRO has prepared for handling situations through networking and planning.

Although it is virtually impossible to prepare for every possible situation or event, it is a good idea to plan for as many as possible. Keeping lines of communication open with all your resources is fundamental in doing your job well."\(^\text{18}\) The strategies listed below should be considered:

1. Set up a meeting with the principal, preferably before the start of the school year.

2. Go over in detail your SRO job description.

“A Memorandum of Understanding (MOU), also referred to as a Memorandum of Agreement (MOA), is an instrument used to build mutual respect and trust between partners while delineating specific roles and responsibilities of the partnering agencies. Every jurisdiction with a school and law enforcement partnership should have an MOU that clearly defines the roles and responsibilities of the individual partners involved, including school districts, boards or departments of education, school administration officials, law enforcement agencies (including SROs), students, and parents. As a policy instrument, all parties should sign and abide by the MOU, and it should be considered a living document that operates within the context created by applicable federal and state laws—including, but not limited to, federal civil rights laws and privacy laws."\(^\text{19}\)

Additionally, the courts are taking the contents of the MOU very seriously when resolving issues that come up in juvenile proceedings and arise from the presence of an SRO. The key to the resolution of many legal disputes has been found in the language of the MOU itself.

See attached Wake County Board of Education Memorandum of Understanding.
3. Discuss the principal’s expectations as well as your expectations

4. Discuss procedures and responsibilities for athletic and special events

5. In your meeting with the principal, emphasize teamwork and communication as often as possible.

6. Other suggested questions to ask:
   a) How do you want me to refer matters of school discipline to you and staff?
   b) What is the plan for me to be introduced to staff and students?
   c) Ask for copies of the student handbook and any emergency plans that they may have.
   d) Ask if the school has a safe schools committee or equivalent and if so, when and where it meets.

7. Identify a school team, group or club that you would like to work with at the school. One of the recommended groups for the SRO to be associated with is the student government association (SGA).

8. Identify who the school’s best community activist is. Often, they are a parent and head of the PTA or booster club.

III. Conclusion

A. Summary

“The school community provides excellent opportunities for law enforcement officers to interact with young people. Traditionally, such interaction was limited to school-related enforcement issues where officers were called onto school grounds to resolve a problem. Today, officers are building rapport and relationships outside of the traditional area of law enforcement. Through daily interaction with students, law enforcement officers are providing a positive preventive approach to juvenile crime within the community. Students become accustomed to the presence of a law enforcement representative outside an investigative or crisis situation.

Experience has taught that positive relationships with youth within the school enhance the law enforcement agency’s ability to police youth in the community at large. Students who have come to trust SROs often voluntarily provide information useful in solving crimes in the community.”

B. Questions
C. Closing Statement

“Law enforcement officers and educators share the common goal of positive youth development. The central mission of the law enforcement – educator partnership is student success. When students succeed, the entire community succeeds.” Coaching legend Dean Smith said, “The most important thing in good leadership is truly caring.”
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NOTES

1 Atkinson and Kipper, 3.


3 U.S.C. Title 42

4 Snyder, 19-22.

5 Hughes, 12.

6 OJJDP Statistical Briefing Book, “Juvenile Arrest Rate Trends.”

7 OJJDP Statistical Briefing Book, “Estimated Number of Juvenile Arrests.”

8 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”

9 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”

10 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”

11 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”

12 Hughes, 6.

13 Center for Court Innovation, 1.

14 Center for Court Innovation, 11.

15 Merriam-Webster.

16 Merriam-Webster.

17 Hughes, 10-11.

18 Hughes, 15.

19 United States Department of Justice.

20 Atkinson and Kipper, 2.

21 Atkinson and Kipper, 3.
I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures with the goal of a safe learning environment for everyone. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, efficiently utilize alternative support services and reduce involvement of law enforcement and court agencies for minor misconduct at school and school-related events. While this Agreement deals with the response to non-emergency school disruptions, the parties hereto also acknowledge the importance of cooperation between school officials and law enforcement in response to emergency and safety issues.

The parties agree to the following principles upon which this agreement is founded.

A. The vast majority of student misconduct can be best addressed through classroom, in-school, family and community strategies and maintaining a positive climate within schools rather than by involvement of the justice community.

B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student, the nature and severity of the incident and the impact of the conduct on the learning environment.

C. Students should be held accountable for their actions. When appropriate, a graduated response to minor misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior should be used.

D. Disruptive students, who do not commit more serious offenses, should receive appropriate redirection and support from in-school and community resources prior to the consideration of the involvement of the law enforcement, or referral to court. This does not excuse compliance with mandatory reporting laws and policies.

E. Clarifying the responsibilities of school and law enforcement personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

F. Implementation of this plan will require regular meetings, multi-disciplinary trainings, annual evaluation of the plan, and an ongoing commitment to fostering the relationships that are the foundation of this agreement. The parties acknowledge that this agreement shall not inhibit, discourage or prevent individual victims of student misconduct from initiating criminal or juvenile charges against students, when they believe it is appropriate to do so, nor shall it affect the prosecution of such charges.
G. This agreement is primarily focused on criminal or juvenile charges against students and shall not prevent or inhibit the disciplinary reassignment, suspension or expulsion of students, when appropriate, by Principals, the Superintendent of the New Hanover County Schools or the New Hanover County Board of Education, when they deem it to be appropriate and in accordance with State law and the Policies of the New Hanover County Board of Education. It shall not be necessary to implement a graduated response before students may receive a disciplinary reassignment, suspension or expulsion, when appropriate, in the discretion of school officials.

H. The parties agree that SROs are employees of either the City of Wilmington or New Hanover County and are not agents of the New Hanover County Board of Education. Nothing in this agreement shall be construed to make the New Hanover County Board of Education, its Board Members, employees or agents, liable for the acts or omissions of any SRO or other law enforcement officer.

I. To the extent that this agreement conflicts with any applicable law or regulation, the applicable law or regulation shall control.

J. Violations of this agreement shall not give rise to or be construed as creating a cause of action by any person against any party to this agreement or their employees or agents, nor shall such violations be considered negligence per se.

K. Nothing in this agreement shall be construed as increasing the common law standard of care owed by the parties, or any of them, to any person. This agreement shall not be construed as to confer any additional benefit or right on students above what is owed to them by the New Hanover County Board of Education under the Individuals with Disabilities Education Act (as amended), Section 504 of the Rehabilitation Act or other law or regulation.

L. No person is a third party beneficiary of this agreement.

M. All parties to this agreement shall comply with the requirements of the Jessica Lunsford Act, as enacted in North Carolina.

II. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Convene a Progress Monitoring Team for the purpose of monitoring and oversight of the Inter-Agency Governance Agreement on the Handling of School Offenses when it is implemented.
2. Share this agreement with a copy to all school and law enforcement personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Thoroughly investigate student misbehavior and, when appropriate, put into practice a graduated response prior to referral to court;
5. Clarify the role of the School Resource Officer (SRO) and law enforcement in schools;
6. Monitor implementation of the agreement;
7. Collect data and assess the effectiveness of the agreement;
8. Modify the agreement as appropriate and review at least annually;
9. Assemble a threat assessment team in the event warning signs of serious behavior appear.
B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students’ disruptive behavior all relevant factors, including but not limited to the following factors shall be considered, if information on the factors is available.

1. Age, health, risks, needs and disability or special education status of the student.
2. Intent, context, prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student’s willingness to repair the harm.
5. Parents’ willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.
7. The effect on the educational environment by the student’s continued presence in school.

The parties agree that when determining consequences for students’ disruptive behavior that race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family will NOT be considered.

C. Graduated Response Model to Minor Infractions

Classroom Intervention - The classroom teacher has always played a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code and shaping school climate in the classroom. As such, this model begins with a range of classroom management techniques that should be implemented for minor classroom infractions prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations and violations of minor classroom rules. School Resource Officers (SROs) should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, moving seats and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threats, and minor behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include, but is not necessarily limited to, time in the office, in school suspension, redirection, after school detention, loss of privilege, reparation, and/or parent conference. Referral to appropriate school or district social services may be justified.

School Based Team - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services may be appropriate. This intervention is managed by the school administrator with a school based team. The team should consist of individuals knowledgeable about the student including one or more teachers, administrators, support personnel, and when appropriate, family, the student and community members. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as
misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to community service or community based program, in-school suspension, out-of-school suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. School Resource Officers can be involved in their role on the school based team.

Law Enforcement Intervention - Only when classroom, school, family and community options have been found ineffective (or in cases of serious misconduct or an emergency) should the school involve law enforcement, including the SRO. Involvement of law enforcement does not necessarily mean arrest and referral to court. This intervention is managed by law enforcement. Behaviors at this level must be violations of criminal law. Law enforcement options may include verbal warning; written warning conference with the student, parents, teachers and/or others; teen court, and/or community agencies; community service, criminal charges, juvenile charges and referral to court.

School Based Graduated Response Model to Minor Infractions

Each school should develop their own school based graduated response model that fits their school’s needs and resources. The goal is to make sure all appropriate interventions, including positive interventions, have been pursued for every student before any involvement of law enforcement will be considered for minor student conduct violations. This chart is to help professionals at each level of intervention understand the type of options available to them. It is understood that when there is serious misconduct, including but not limited to conduct involving weapons, violence, sexual misconduct or drugs involved, there may be immediate law enforcement responses that are appropriate. Each school should develop their own chart since each school has different resources. Schools that utilize programs such as Positive Behavioral Interventions and Supports (PBIS) may already have a graduated response model in place. This graduated response model is a refined multi-tiered system of supports (MTSS).

At each level of intervention it should be assessed whether the Focused Acts (as defined below) are due to academic, mental health, or social issues. Note that many student behaviors could be a result of overlapping issues. For example, a student who is behind academically for not completing homework may be frustrated and acting out in class. But there also may be issues at home where the student is responsible for caring for younger siblings that could be addressed to help allow for homework time. A graduated response model encourages professionals to find student support solutions when possible. Repeated punishments may not be effective if there are significant underlying causes to student misbehavior and the student’s presence in school is not interfering with the learning environment. When discipline is warranted there should be efforts to make it logical and natural. For example, if a student defaces property they could be required to make repairs and reparations. If a student skips class, suspension is not logical since the student will miss even more class time. Instead, lunch detention to make up missing work, for example, may make more sense.
### Graduated Response Model Example (see Appendix B for more examples)

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<td><strong>Administrator/School or District Interventions</strong></td>
<td>Tier II Interventions (see Appendix B)</td>
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<tr>
<td>• Sexting/social media (other than communicating threats)</td>
<td>• If no improvement refer to School Based Team</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Based Team/District or Community Interventions</strong></td>
<td>Tier III Interventions (see Appendix B)</td>
</tr>
<tr>
<td>• Repeated school rule violations</td>
<td>• Functional Behavioral Assessment (FBA) with Behavior Intervention Plan (BIP)</td>
</tr>
<tr>
<td>• Failure in classes</td>
<td>• Family Involvement Team and plan (FIT)</td>
</tr>
<tr>
<td>• Difficulty with behavior in multiple school settings</td>
<td>• Multi-Tiered System of Support (MTSS) referral for academic and/or behavioral supports, Personal Education Plans (PEP)</td>
</tr>
<tr>
<td>• Excessive absenteeism</td>
<td>• McKinney–Vento considerations (homelessness)</td>
</tr>
<tr>
<td></td>
<td>• Referral to targeted or intensive interventions ***</td>
</tr>
<tr>
<td></td>
<td>• Out of school suspension should be avoided when possible and not used for absenteeism or tardies</td>
</tr>
</tbody>
</table>

+ This list is not exhaustive. Referral to appropriate support personnel: School counselor, social worker, graduation coach, nurse, school psychologist. At times, other personnel such as speech language pathologists or occupational therapists may be important resources for children. Some schools additionally house non-profit support personnel. Examples include Communities in Schools site coordinators and Wilmington Health Access for Teens has physical and mental health counselors.

* School-wide initiatives and School Climate initiatives. Character Education, Bullying prevention and response, classroom management, experiential learning, Peer Mediation Community service projects, Career Tech Ed, academic guidance and support, sports, clubs (goal setting, time management, self-discipline, team work...) PATHS, TGFV, GREAT

** Targeted supports for groups of students: Why Try, Striving to Achieve Excellence (STAE), Connect with Kids, Seven Habits of Highly Effective Teens, Mind-up, Connected Schools

*** Intensive Supports for individual students: Coastal Horizons Substance Abuse Interventions, CROSSROADS, Pathways, individual counseling, Special Education referral/IEP’s, Section 504 plans, Emergency Medical Plans, Lake Forest Academy, Access Day Treatment, Hospital- Homebound services, Health Department/Mental Health services, Learning Perspectives, WHAT, Community Crisis Response Team, ELEMENTS
Note: If the student ever expresses suicidal thoughts or there is evidence or reports of child abuse, neglect or self-injurious behavior those should be reported immediately.

D. Focused Acts

There are multitudes of ways students may act that subject them to discipline. Non-criminal conduct may subject a student to discipline and, in appropriate cases, trigger the implementation of the graduated response model.

The following is a list of minor criminal offenses that may occur in schools that would trigger implementation of the graduated response model. Each situation must still be evaluated as set out herein to address safety concerns, the learning environment for other students and whether the conduct suggests that more serious problems exist.

a. Affray (not involving serious physical injury or weapons and no heightened level of concern)
b. Simple Assault (not involving school personnel and no heightened level of concern)
c. Disorderly Conduct
d. Misdemeanor Larceny
e. Simple Possession of Marijuana (personal use)
f. Possession of Drug Paraphernalia (personal use, related to use of marijuana, and no evidence of sale)
g. Possession or smoking cigarettes or nicotine containing products including e-cigs, under age
h. Damage to property (real property or personal property, damage less than $1,000, no heightened level of concern)
i. Possession/Use of Alcohol

E. Law Enforcement (not SRO’s) Activity at Schools

The parties agree that non-SRO law enforcement officers need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

1. Law enforcement will endeavor to act through school administrators whenever they plan any activity on school grounds, when appropriate.

2. Law enforcement officers entering school grounds will be aware of the potential disruption of the educational process that law enforcement presence may cause.

3. Prior to entering a school to conduct an investigation, arrest or search, law enforcement officers will consider the necessity of such action based on:
   a. The potential danger to persons;
   b. The likelihood of destruction of evidence or other property;
   c. The ability to conduct the investigation, arrest or search elsewhere
d. Other factors relevant to law enforcement and public safety.
4. When taking a student into custody:
   a. Law enforcement officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises, when appropriate.
   b. Whenever possible and appropriate, students should be taken into custody out of sight and sound of other students.
   c. The safety of persons in the paramount concern and law enforcement officers shall not be limited by this agreement if in their professional judgment, students should be taken into custody on school premises or in the sight or sound of other students.

F. Role of the School Resource Officer (SRO)

The mission of the SRO is to improve school safety and the educational climate at the school, not to enforce minor incidents of school discipline or punish students. The SRO's presence on school campus is desirable to reduce the likelihood of weapons, drugs, and persons with the intent to commit harm from entering upon the campus or to attempt to disable persons with intent to harm and confiscate weapons and drugs that enter campus premises. This primary safety concern could be compromised when SROs are removed from campus to transport students on Focused Acts or when distracted on campus by students committing Focused Acts. Absent a real and immediate threat to student, teacher, or other school official, and absent the situations described herein where SRO intervention is deemed appropriate, the school administrators shall be responsible for the handling of situations and shall not direct an SRO to take action contrary to the terms, conditions, and spirit of this agreement and the role of the SRO that would result in the unnecessary filing of a juvenile petition, citation, or arrest.

G. Prerequisites to Filing a Juvenile Petition/Citation/Arrests

The parties agree that Focused Acts are considered school discipline issues to be handled by school officials and are not deemed criminal law issues warranting the filing of a juvenile petition or criminal citation unless the student has committed at least two (2) separate prior Focused Acts within the same school calendar year and each incident documented using the Warning Notice.

1. Warning Notice

The Warning Notice is a discretionary tool that is not required unless the SRO deems it just and appropriate. The SRO's discretion shall take into consideration certain factors that include but not limited to the student's overall discipline record, academic record, nature of the offense, display of remorse, attitude toward others, and the disciplinary action taken by the school administrator. Nothing in this agreement shall be construed to require or mandate the use of a Warning Notice upon the commission of a Focused Act. A Warning Notice shall not be issued without first consulting with an administrator to ascertain the disciplinary response of the administrator. The administrator's disciplinary response shall be given greater weight in mitigation of issuing a Warning Notice unless the nature of the act complained of and the needs of the student warrant additional action and/or services. The decision to issue a Warning Notice shall be made on a case by case basis using SRO discretion as described above. School administrators are prohibited from directing the SRO to issue a Warning Notice, cite or arrest a student, or file a juvenile petition. The SRO may apply verbal admonishments or counsel in lieu of a Warning Notice. The parties shall consult on the development of the Warning Notice.
2. Intervention

A commission of up to 2 Focused Acts in the same school year may result in a referral to a graduated program made available by the school, juvenile court, or community. SROs are not required to make a referral and may admonish and counsel or give another warning using the Warning Notice, or defer to the disciplinary action taken by the administrator.

A referral is made using the Warning Notice and forwarded to the School Based Team. If it is serious enough to warrant juvenile justice intervention or warrants criminal charges, the SRO follows appropriate procedures.

The commission of a third Focused Act in the same school year may result in the filing of a juvenile petition, or charge as an adult (16 and older) but is not mandated by this agreement. The SRO has discretion to take other action that includes deferment to the administrator’s disciplinary action, admonishment and counsel, or a referral to a graduated response program.

3. Exigent Circumstances

The parties from their experience acknowledge that there may be situations that warrant removal of a student from the campus to maintain safety of other students and school staff or to prevent or stop disruptions to the learning environment.

The SRO and administrator shall always utilize least restrictive measures appropriate to the circumstances to remove a student from campus beginning with parental contact to retrieve their child.

Arrest and detention of a juvenile (student under 16 years of age) shall only take place in accordance with existing North Carolina Law.

4. Probation Exception

Under existing law a juvenile petition cannot be filed on a student who is serving probation under the supervision of the juvenile court without obtaining approval from the Division of Juvenile Justice and Delinquency Prevention. If a SRO has knowledge that a student 16 years of age or older is on adult probation, the SRO will make every effort to contact probation before charging on offenses within this Inter-agency Agreement.

5. Special Education and Section 504 Prerequisites

A juvenile petition or adult citation or warrant shall not be filed alleging a Focused Act against a student with an IEP or Section 504 Plan without first considering the student’s IEP or Section 504 Plan and determining what actions are required under the IEP or Section 504 Plan to remedy the behavior or if the IEP or Section 504 Plan should be modified to assess the behavior giving rise to the conduct. If the SRO believes that a juvenile petition or adult citation or warrant is appropriate and the student has an IEP or Section 504 Plan, the SRO shall act immediately to bring the matter to the attention of the administrator to take appropriate steps in accordance with the IDEA/ADA and for the protection of the student’s rights, and the rights of others, under the law.
6. **Bullying**

Written policies already exist in the New Hanover County Schools for response to bullying, consistent with the Safe Schools Act.

7. **Felony Offenses**

The parties acknowledge that some felony offenses may not warrant a juvenile petition due to the nature of the offense (e.g. no physical injury) coupled with the discretionary factors described above and the needs of the student, especially involving students diagnosed with Learning Disabilities (LD) and Emotional Behavioral Disorder (EBD). The parties agree that SROs are not mandated to refer a student to juvenile court on a petition or charge as an adult because the allegations are felonious. The SRO shall have the discretion to make the determination in consultation with the administrator.

The parties have acknowledged that it is in the best interests of the student to divert from criminal justice system when warranted to avoid the stigmatization of criminality. The parties further acknowledge that it is a best practice for SROs to refrain from unnecessary filings that would otherwise minimize SRO visibility and presence on school campus and diminish the effectiveness of the Positive Student Engagement Model supported by the parties.

The parties agree that in cases involving felony allegations that may warrant alternatives to filing a juvenile petition, the SRO may consult with the juvenile court intake supervisor for recommendations and/or direction.

8. **Diversion**

SRO’s are encouraged to utilize Teen Court as a diversion even though a case could be referred to court. SRO’s must contact the Teen Court Coordinator for approval. This is true even for offenses that have not been historically approved for Teen Court referral such as the misdemeanor weapon on campus offense.

9. **Arrest and Detention**

No student accused of a Focused Act shall be placed in a secure facility unless approved by a juvenile court intake officer and District Court Judge. If a student meets the criteria for filing of a juvenile petition, it is presumed that the student will be released to his parent, guardian, custodian, or relatives to be returned to his legal caretaker.

In accordance with the law, a judge or designee shall not detain a child unless the statutory factors for secure custody have been evaluated. The juvenile court employs a Detention Assessment Tool to determine the risk of re-offending on acts resulting in serious bodily injury, theft and property destruction.

In the case of criminal charges (age 16 and above), citations should be used unless safety and risk factors necessitate arrest and an initial appearance before the magistrate.
10. Treatment of Elementary Age Students

Generally, juveniles of elementary age do not possess the requisite knowledge of the nature of court proceedings and the role of the various players in the courtroom to assist his or her defense attorney and/or grasp the seriousness of juvenile proceedings, including what may happen to them at the disposition of the case. The parties agree that a juvenile petition or juvenile court intake shall not be filed on an elementary age student without first consulting with law enforcement officer. The tender age of elementary students demands that least restrictive measures be utilized to address the chronic disruptions of the student. The parties agree that elementary age students are not subject to these conditions, criteria, and agreements of this agreement and shall be handled in accordance to their age and state of mind.

11. Parents, Guardians and Private Service Providers

Parties to this Inter-agency Agreement encourage parents, guardians and private service providers to involve schools in the treatment plan of students. Wrap-around services are more effective when all of the professionals and service providers that work with a student share relevant information.

H. Data Sharing, Collection and Monitoring

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

Data Collection – on a quarterly basis, the following information will be collected. No identifying data should be included in the reports to protect student privacy and confidentiality.

   School—number and types of disciplinary actions, numbers and demographics of students involved, referrals to law enforcement.

   Law Enforcement—number and types of school incidents for which law enforcement incident reports are written, law enforcement actions on incidents.

   Support Services- number and types of referrals, interventions/programs, outcomes.

Data Sharing- On a regular basis that should not exceed a month, any agency (school, law enforcement, social services, mental health, other services) that refers a student to another agency should request follow-up information to determine what actions have occurred. Information sharing agreements (Mutual Exchange of Information Form) should be requested from the parents so private agencies can also share information with the schools. Regular follow-up and data sharing is required for monitoring of individual student progress and determination of service needs.

For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the agreement and quarterly after the signing of the agreement.

Progress Monitoring – on a regular basis and at least quarterly, parties acknowledge and agree that the Progress Monitoring Team composed of members from each stakeholder group (schools administration, school support services, school resource officers, law enforcement, mental health, researcher, community justice, community members, youth, service providers)
will meet to provide oversight of the agreement and review relevant data and analysis. Each year the Progress Monitoring Team will determine if changes to their memberships would be beneficial. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation. See Appendix C for team membership.

I. Duration and Modification of Agreement

This agreement shall become effective and shall remain in full force and effect for three years from its effective date. The agreement may be modified or extended at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

_____________________________  ____________________________
Don Hayes, Chairman, New Hanover County Board of Education  Date

_____________________________  ____________________________
Tim Markley, Superintendent, New Hanover County Schools  Date

_____________________________  ____________________________
J.H. Corpening, II; Chief District Court Judge  Date

_____________________________  ____________________________
Ben David, Prosecutor, 5th Judicial District  Date

_____________________________  ____________________________
Ed McMahon, Sheriff, New Hanover County  Date

_____________________________  ____________________________
Ralph Evangelous, Chief of Police, City of Wilmington  Date

_____________________________  ____________________________
Dan House, Chief of Police Wrightsville Beach  Date

_____________________________  ____________________________
Harry Humphries, Interim Chief of Police Carolina Beach  Date

_____________________________  ____________________________
Robert Speight, Chief Court Counselor, 5th District, Department of Public Safety  Date

_____________________________  ____________________________
Michelle Winstead, Director, New Hanover County DSS  Date

_____________________________  ____________________________
Leza Wainwright, CEO, Trillium  Date
The North Carolina Commission on the Administration of Law and Justice recommended statewide implementation of SJPs, which is an important component to the successful implementation of North Carolina’s Raise the Age legislation.

GOALS

The School Justice Partnership (SJP) is a group of community stakeholders from schools, law enforcement, and the court system who develop and implement effective strategies to address student misconduct within the school system and the community rather than by a referral to the justice system. As the “convener,” the chief district court judge brings key stakeholders together and chairs meetings, but is an equal participant in the process. A successful SJP requires commitment from a diverse group of local leaders.

ABOUT

The North Carolina Commission on the Administration of Law and Justice recommended statewide implementation of SJPs, which is an important component to the successful implementation of North Carolina’s Raise the Age legislation.

The School Justice Partnership North Carolina (SJP) program is managed by the North Carolina Judicial Branch’s Administrative Office of the Courts. sjp.nccourts.gov
SCHOOL JUSTICE PARTNERSHIPS (SJP) ARE BEING DEVELOPED THROUGHOUT THE STATE TO KEEP KIDS IN SCHOOL AND OUT OF COURT.

North Carolina’s 2017 Raise the Age law (S.L. 2017-57 § 16D.4.(aa)) authorizes the director of the North Carolina Administrative Office of the Courts (NCAOC) to establish policies and procedures for chief district court judges and local stakeholders to establish SJP s to help reduce in-school arrests, out-of-school suspensions, and expulsions. Statistics show that contact with the juvenile justice system increases the likelihood that youth will reoffend. The SJP consequently seeks to reduce the use of exclusionary discipline practices, such as suspension, expulsion, and school-based court referrals, which push students out of school and into court.

EACH SJP DEVELOPS A MEMORANDUM OF UNDERSTANDING (MOU) WHICH ESTABLISHES GUIDELINES FOR ADDRESSING STUDENT MISCONDUCT WITHOUT COURT OR LAW ENFORCEMENT INVOLVEMENT.

Using a graduated response model, the Memorandum of Understanding (MOU) identifies age-appropriate graduated responses that increase in severity as misconduct persists.

CURRENT EXCLUSIONARY DISCIPLINE PRACTICES PUSH STUDENTS OUT OF SCHOOL AND INTO COURT FOR MINOR MISCONDUCT.

In North Carolina, school-based referrals make up about 40% of the referrals to the juvenile justice system. Most of these referrals are for minor, nonviolent offenses. In the 2018–2019 school year, 93% of school-based referrals were for misdemeanors and status offenses.

RESPONDING TO STUDENT MISCONDUCT WITH EXCLUSIONARY DISCIPLINE PRODUCES NEGATIVE OUTCOMES FOR STUDENTS AND SCHOOLS.

Suspension and expulsion increase the risk that students will drop out of school, repeat a grade, and engage in future delinquent conduct. A single suspension can triple the likelihood that a student will enter the juvenile justice system. Court involvement for minor misconduct increases the likelihood that youth will reoffend, and outcomes worsen with deeper involvement in the system. For example, confinement in a juvenile facility increases the risk that a youth will be rearrested as an adult.

For some students, a school-based referral can lead to a permanent criminal record, which creates barriers to college financial aid, employment, housing, and military eligibility.

EXCLUSIONARY DISCIPLINE PRACTICES DISPROPORTIONATELY IMPACT CERTAIN GROUPS OF STUDENTS.

Youth of color are 2.5 times more likely to be referred to juvenile court and 1.5 times more likely to be placed in secure confinement than white youth. African-American students are 26% of the overall student population, but receive 57% of suspensions.

Students with disabilities are 13% of the overall student population, but receive 24% of short-term suspensions and 22.5% of long-term suspensions.

Male students are roughly half of the overall student population, but receive 73% of short-term suspensions and 80% of long-term suspensions.

SJP s PRODUCE BETTER OUTCOMES FOR STUDENTS AND SCHOOLS BY IMPLEMENTING EVIDENCE-BASED DISCIPLINE STRATEGIES THAT KEEP KIDS IN SCHOOL AND IMPROVE ACADEMIC ACHIEVEMENT.

Chief Judge Steven Teske of Clayton County, Georgia, implemented an SJP in 2004 that has produced positive results, including:

• 83% decrease in referrals to juvenile court
• 43% decrease in referrals of youth of color to juvenile court
• 24% increase in graduation rates

Following the Teske model, New Hanover County implemented an SJP in November 2015 that has resulted in a 67% decrease in school-based referrals since the 2013–2014 school year.

SJPs in Texas and Connecticut based on the Teske model also have produced positive results.

• Early results in Texas showed a 27% decrease in referrals, and two sites in Connecticut experienced reductions of 59% and 87%, respectively.

NCAOC WILL PROVIDE GUIDANCE AND SUPPORT TO LOCAL STAKEHOLDERS TO FACILITATE THE STATEWIDE IMPLEMENTATION OF SJPs.

A collaborative workgroup has completed the development of an “SJP Toolkit” for chief district court judges to convene local community stakeholder groups. The SJP Toolkit provides resources needed to implement an SJP and adopt an SJP Memorandum of Understanding (MOU) setting out appropriate responses to student misconduct. To learn more about School Justice Partnership North Carolina, visit SJP.nccourts.gov.

The School Justice Partnership North Carolina (SJP) program is managed by the North Carolina Judicial Branch’s Administrative Office of the Courts. 150 copies of this public document were printed at a cost of $16.50 total, or about $0.11 per sheet.
(a) A "School Resource Officer (SRO)" is defined as any law enforcement officer assigned to one or more public schools within a local school administrative unit, as defined in G.S. 115C-5(6), who works in a school at least 20 hours per week for more than 12 weeks per calendar year to assist with all of the following:

1. School safety;
2. School security;
3. Emergency preparedness;
4. Emergency response; and
5. Any additional responsibilities related to school safety or security assigned by the officer's employer while the officer is acting as a School Resource Officer.

Any written memorandum of understanding between the local school administrative unit and the law enforcement agency governing the School Resource Officer shall be consistent with this Paragraph.

(b) Law enforcement officers assigned by their agency to perform duties as a School Resource Officer shall:

1. have been issued general certification by the North Carolina Criminal Justice Education and Training Standards Commission as a law enforcement officer; and
2. have until December 31, 2020, to complete the Basic School Resource Officer Training course, if they are acting in the capacity of a School Resource Officer between October 1, 2018 and December 31, 2019. Any officer assigned as a School Resource Officer effective January 1, 2020 or later shall complete the School Resource Officer Training course pursuant to Paragraph (f) of this Rule, within one year after being assigned as a School Resource Officer. Law enforcement officers who previously completed the training pursuant to Paragraph (f) of this Rule and who have been continually assigned as an SRO pursuant to Paragraph (a) of this Rule shall be credited with completion of the Basic School Resource Officer Training.

(c) A law enforcement officer assigned to one or more public schools within a local school administrative unit, who works in a school at least 20 hours per week for more than 12 weeks per calendar year and who has not completed the initial training as established by Paragraph (f) of this Rule shall not work in a school as a School Resource Officer until the officer has completed the initial training as established by Paragraph (f) of this Section.

(d) The agency head shall submit to the Criminal Justice Standards Division a Form F-20 Commission School Resource Officer Assignment Form for the person(s) selected to act as a School Resource Officer for the agency. The Form F-20 is located on the agency's website: https://ncdoj.gov/getdoc/576c353c-0dcb-4c84-8cc4-c9d17985541f/SRO-form.aspx and must be completed in its entirety. The Commission School Resource Officer Assignment Form consists of the following:

1. applicants name;
2. date of birth;
3. social security number;
4. name of agency and address;
5. date awarded general certification;
6. completion date of School Resource Officer training; and
7. date assigned as a School Resource Officer.

(e) The term of certification as a School Resource Officer shall be indefinite, provided the School Resource Officer completes during each calendar year a one hour Basic School Resource Officer refresher training authored by North Carolina Justice Academy. For School Resource Officers who complete the basic SRO training requirement in 2020 or earlier, this requirement shall be effective January 1, 2021. For SROs, this requirement shall be effective the year following the officer's successful completion of the Basic School Resource Officer Training course. A certified School Resource Officer who has not completed the refresher training during a calendar year as established by this Rule shall not work in a school as a School Resource Officer until the officer has completed the required refresher training as established by this Rule.

(f) The Basic School Resource Officer Training course for law enforcement officers shall provide the trainee with the skills and knowledge to perform in the capacity of a School Resource Officer. The Basic School Resource Officer Training course authored by the North Carolina Justice Academy shall be used as the curriculum for this training course. Copies of this publication may be inspected at the office of the agency:

Criminal Justice Standards Division
North Carolina Department of Justice
1700 Tryon Park Drive
Post Office Drawer 149
Raleigh, North Carolina 27602
and may be obtained at the cost of printing and postage from the North Carolina Justice Academy at the following address:

North Carolina Justice Academy
Post Office Drawer 99
Salemburg, North Carolina 28385

History Note: Authority G.S. 17C-6; 17C-10;
Eff. October 1, 2018;
Amended Eff. October 1, 2019.
SCHOOL RESOURCE OFFICER TRAINING

NORTH CAROLINA JUSTICE ACADEMY
http://ncja.ncdoj.gov
Like us on Facebook: @ncjusticeacademy
Follow us on Twitter: @NCJAcademy
Title: Course Abstract

Lesson Purpose: To provide the student with information regarding the School Resource Officer (SRO) concept and the skills necessary to help reduce the occurrence of juvenile delinquency and crime through early intervention in the schools.

Training Objectives: At the end of this block of instruction, the participant will be able to achieve the following objectives in accordance with the information presented during the instructional period:

1. Define “School Resource Officer” and discuss the history and concepts associated with the School Resource Officer program.
2. Identify and analyze legal concepts applicable to the authority of the SRO in investigating crimes.
3. Discuss the aspects of the educational system including techniques to correctly address students in a classroom setting.
4. Define the term “gang” and identify methods to reduce gang-related activity.
5. Recognize and compare disabilities covered under the Individuals with Disabilities Education Act (IDEA).
6. Identify risk factors and warning signs of a variety of mental health challenges common among juvenile.
7. Demonstrate the ability to respond and engage in various role-play exercises properly.
8. Discuss strategies available to reduce the risk of violence and crime on school campuses including response to critical incidents.
9. Prepare and present a presentation designed for grade school students in a practical exercise.

Hours: Forty Hours (40)

Instructional Method: Conference Discussion Homework Assignments Practical Exercises Role Play Exercises
Orientation

Testing Requirement(s): Pre-Test
Post-Test

Materials Needed: Lesson Plan and Handouts
Pen/Pencil/Paper

Training Aids: LCD Projector/Computer
Screen
Flip Chart/Markers
PowerPoint Slides

References: See individual lesson plans

Prepared By: Scott Grantham
Coordinator/Instructor
North Carolina Justice Academy

Date Prepared: May 2015

Revised By: Scott Grantham
Instructor/Developer
North Carolina Justice Academy

Date Revised: June 2017
December 2018
### School Resource Officer Training

#### Course Schedule

(Subject to Change)

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8:00 – 10:30</td>
<td>Orientation, Pretest &amp; Student Interviews</td>
</tr>
<tr>
<td></td>
<td>10:30 – 12:00</td>
<td>NC Tarheel Challenge</td>
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<tr>
<td></td>
<td>12:00 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00 – 5:00</td>
<td>Roles of the SRO</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 – 12:00</td>
<td>Legal Issues for SRO’s</td>
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<td></td>
<td>12:00 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00 – 3:00</td>
<td>Education</td>
</tr>
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<td></td>
<td>3:00 – 5:00</td>
<td>Gang Awareness</td>
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<tr>
<td>Wednesday</td>
<td>8:00 – 12:00</td>
<td>Exceptional Children</td>
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<td></td>
<td>12:00 – 1:00</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>1:00 – 4:00</td>
<td>Juvenile Mental Health</td>
</tr>
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<td>4:00 – 5:00</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 – 12:00</td>
<td>Campus Safety &amp; Critical Incident Response</td>
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<tr>
<td></td>
<td>12:00 – 1:00</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>1:00 – 5:00</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 – 9:00</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>9:00 – 12:00</td>
<td>Student Presentations</td>
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<tr>
<td></td>
<td>12:00 – 1:00</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>1:00 – 5:00</td>
<td>Student Presentations</td>
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</tbody>
</table>
Scott Grantham
Instructor/Developer
North Carolina Justice Academy

Experience
Scott’s eighteen years of sworn law enforcement experience has allowed him to serve in several capacities: Patrol officer, Domestic Violence Investigator, Traffic, Criminal Interdiction, Canine, Senior SERT Operator and School Resource Officer. Scott continues to serve as a sworn reserve deputy with the Sampson County Sheriff’s Office.

In 2011, Scott chose to become a School Resource Officer shortly after the retirement of his canine partner who sustained injuries. In his position as a School Resource Officer he was responsible for four schools which enrolled approximately 2000 students.

Scott came to work at the North Carolina Justice Academy in January 2014 as an Instructor/Coordinator. In that role, Scott is responsible for the instruction and/or coordination of the following classes: School Resource Officer Training, Advanced School Resource Officer Training, Online and Web-blended SRO Training, DARE Instructor Training, and other training as needed. Scott is responsible for coordinating the following training conferences: North Carolina Association of School Resource Officers Conference, North Carolina Juvenile Officers Conference, North Carolina DARE Officers Conference and the Eastern North Carolina Gang Conference. Additionally, Scott coordinates the North Carolina Justice Academy’s School Resource Officer Certificate Program.

In April 2017, Scott was appointed by Attorney General Josh Stein to the Governor’s Task Force for Safer Schools. In addition to the sworn task force appointment, Scott was selected by the task force chairman to chair a school resource officer sub-committee included within the task force.

Education
Graduate of Clinton High School
AAS– Criminal Justice
Advanced Law Enforcement Certificate

Certifications
General Instructor, Specialized Firearms Instructor, Specialized Driver Instructor, Rapid Deployment Instructor, Simunition Instructor, Standardized Field Sobriety Testing Instructor, Police Canine Instructor, Drug Recognition Expert and Emergency Medical Technician.
## Roles of the School Resource Officer

**Title:** Roles of the School Resource Officer

**Lesson Purpose:** To present the student with the definition, history, and concept of the SRO program and its role in the reduction of youth violence and crime.

**Training Objectives:** At the end of this block of instruction, the participant will be able to achieve the following objectives in accordance with the information presented during the instructional period:

1. Define “School Resource Officer.”
2. Discuss the history of the SRO program with particular emphasis on the history of the North Carolina SRO program.
3. List the three key roles of being an SRO and differentiate between those roles as they relate to the different school settings.
4. Identify the goals and perspectives of the SRO program as well as the crucial aspects of being a positive role model.
5. Discuss the aspects of cultural diversity within the school setting.
6. Discuss and list the four steps in the SARA problem-solving method.
7. Discuss strategies for getting started as an SRO.

**Hours:** Four (4)

**Instructional Method:** Discussion/Conference

**Materials Needed:** Lesson Plan and Handouts
Pen/Pencil/Paper

**Training Aids:** LCD Projector/Computer Screen
Flip Chart/Easel
Markers
PowerPoint Slides
Videos
Roles of the School Resource Officer

References:


Roles of the School Resource Officer


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Roles of the School Resource Officer

Title: Roles of the School Resource Officer

I. Introduction

A. Opening Statement

One of the most significant challenges facing the youth of America is the selection of positive role models. By working together, law enforcement agencies and school systems can provide the needed support to this challenge by placing well-trained officers within the school community. With an effective personnel selection process, school resource officers provide a source of positive community modeling for youth, particularly in the areas of citizenship, decision-making skills, and assuming responsibility for the consequences of one’s actions.

B. Training Objectives

C. Reasons

“Crime and violence in America’s schools have largely been attributed to a number of external factors in the community. Law enforcement officers bring insight into community-related crime for school staff members. Through interaction with school personnel and in-service training, officers provide valuable educational services to the schools.

For almost a decade law enforcement officials have moved away from the more traditional role of incident driven policing to the new era of a community policing model. Community policing has now become a welcome addition to the school community. Community policing supports and reinforces good citizenship in students by approaching schools as neighborhoods and students as their citizens.”

II. Body

A. School Resource Officer

The General Assembly of North Carolina, in House Bill 938, defines a School Resource officer as “a law enforcement officer who is assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response, or any other responsibility assigned by the employing unit.”

United States Code defines a School Resource Officer as “a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations:
Roles of the School Resource Officer

1. To address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school

2. To develop or expand crime prevention efforts for students

3. To educate likely school-age victims in crime prevention and safety

4. To develop or expand community justice initiatives for students

5. To train students in conflict resolution, restorative justice, and crime awareness

6. To assist in the identification of physical changes in the environment that may reduce crime in or around the school; and

7. To assist in developing school policy that addresses crime and to recommend procedural changes."

B. The historical development of the School Resource Officer Program

Before the 1950s, the concept of a "School Resource Officer" was not widely heard of. Most interaction between school and local law enforcement was done on an informal basis and by request. Educational topics such as bicycle safety, stranger danger, and traffic safety were common.

The first SRO program started in Flint, Michigan in the 1950s. The programs overall goal was to improve the relationship between local police and youth. Officers were placed in schools on a full-time basis for the first time. They served as teachers and counselors. A survey given at that time allowed for a look at the attitudes youth had about law enforcement. The program was determined to be a huge success and Flint, Michigan became a model for future school resource officer programs across the country. Positive evaluations have kept the program in place for over 40 years.

1. 1963: Tucson, Arizona

Officers were assigned to Junior High Schools. Their primary goal was to improve the relationship between police and juveniles. The success of the program prompted expansion into local high schools.

2. 1966: Saginaw, Michigan

The program differed from others in that department resources did not allow them to assign just one school to each SRO. Instead, two officers were in charge of covering all the schools in the city which included: two high schools, five junior high schools, and twenty-seven elementary schools. The program quickly realized the diminishing effects of spreading their officers so thin and the changes in attitudes...
Roles of the School Resource Officer

3. 1967: Cincinnati Ohio

Classroom contact was the primary goal. Although the program followed the now generally accepted "Triad" approach to SRO policing, the Cincinnati officers minimized their law enforcement activities, except in emergency situations. A study conducted in 1969 showed the program was a success and the attitudes towards law enforcement had improved.

4. 1968: Los Angeles

This program combined the efforts of both the local police and the Sheriff's departments. Officers and Deputies were assigned to junior high schools on a full-time basis. They assumed the role of an informal counselor and became a resource for parents, students, and staff. Again, the role of the law enforcement officer was not as prevalent as in today in most SRO programs, but evolutions showed the program was successful and it expanded to include high schools.

5. 1968: Tulare, California

One officer was assigned to cover two junior high schools. Duties were to patrol campus, prevent crimes, teach law-related education and counsel students, and spent a large portion of their time as disciplinarians. Thus, a change in attitudes towards law enforcement was minimal. Evaluations though did show a significant decrease in juvenile crime and arrest rates decreasing by 52% in two years. The California Youth Authority wrote the program was very positive and needed to expand to cover the high schools.

6. 1969: Miami, Florida

The Miami Police Department started the department's first program during the 1969 school year. A significant impetus was Chief Bernard Garmire who came from Tucson, Arizona where the SRO program had long been in place. The program soon expanded from Miami to the remainder of Dade County. Evaluations showed the program to be effective at strengthening the relationship between youth and law enforcement.

7. 1972: Orlando, Florida

The Orlando Police Department started a pilot program in 1972. Officers were placed full time in two junior high schools. Evaluations also showed the program to be effective in reducing crime towards law enforcement were not as noticeable as in other communities and programs.
Roles of the School Resource Officer

and improving the attitudes towards law enforcement. The program was later expanded to all Orange County junior and high schools.

8. 1975: Hillsborough County, Florida

Officers serving as teachers, counselors, and law enforcement were placed in junior high schools in 1975. Positive evaluations soon prompted expansion into all junior and high schools in the county. The program included both the Sheriff's department and the local police department.

9. 1971: Charlotte, North Carolina

There were ten police districts, and each district had an officer assigned to the schools in that district. The program was created because of racial tensions and a negative police image. The program was designed to promote a positive image and was strictly an officer friendly style program. The officers took no enforcement action in the schools.

A second SRO program was created in 1980 and was deemed a specialized unit. The officers were still in officer friendly mode. There were a total of 9 officers assigned to cover 10-11 schools each. The emphasis was on safety and positive police programs and still involved no enforcement action.

In 1993 a total of 29 officers were assigned to the specialized unit. The unit was all-encompassing handling programs and criminal investigations. Each officer was assigned to one high school, one middle school, and three to four elementary schools.

In 1994, the North Carolina Justice Academy began offering basic SRO training. The Academy continues to provide basic and advanced level training to officers throughout the state including SROs.

Governor James Hunt established the NC Center for Prevention of School Violence (CPSV) in 1993. The Center promoted the establishment of SROs in many high schools and middle schools across the state. Many law enforcement agencies added SROs through community policing grants from the Federal Government. For two years, the CPSV existed as part of the Governor's Crime Commission. In 1995, it was moved to North Carolina State University so that research resources could be used, and its impact could be expanded. In 1998, the Center was folded into newly established Center for School Leadership Development under the University of North Carolina's General Administration. It operated from this framework until its transfer to the newly-established N.C. Department of Juvenile Justice and Delinquency Prevention in 2000.
Roles of the School Resource Officer

Immediately following his inauguration, Gov. Pat McCrory directed the Department of Public Safety to recommend new strategies to improve the safety of North Carolina's schools. Shortly after that, the Governor created the North Carolina Center for Safer Schools within the Department of Public Safety. The Center, now housed within the Department of Public Instruction, is a source of information for school systems throughout the state.

C. The Basic Triad Concept

The triad concept divides the SRO’s responsibilities into three areas: Law Enforcement Officer, Educator, and Mentor. Effective School Resource Officers educate, mentor, and protect our school communities. In using the triad concept, SROs lead by example and promote a positive image of law enforcement to our youth.

1. Law Enforcement Officer

“As a law enforcement officer, the SRO maintains a safe and secure environment conducive to an educationally stimulating atmosphere. The SRO is the public safety specialist at the school who should take a proactive approach. SROs attempt to prevent criminal activities and disturbances at the school and react professionally when criminal situations arise.”

The SRO is charged with proactively addressing the crimes that occur on campus, both through education and through special projects or programs. While the arrest is always a possibility, the SRO should look for ways to defer students if possible. Every school is different, so each SRO must tailor their projects to both the problem and the school.

By using all of these approaches, the SRO becomes a liaison between the school, community and law enforcement agency as well as an integral part of the educational process. The SRO’s use of authority and discretion when responding to incidents involving juveniles plays an essential role in determining whether or not a juvenile becomes part of the juvenile justice system.

The below arrest rate trends among juveniles do not appear to support the “school to prison pipeline” rhetoric that seems to plague SRO programs around the country.

a) “The juvenile arrest rate for all offenses reached its highest level in the last two decades in 1996 and then declined 70% by 2016.”

b) “In 2016, law enforcement agencies in the U.S. made an estimated 856,130 arrests of persons under age 18, 58% less than the number of arrests in 2007.”

School Resource Officer Training - Student
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c) Females accounted for more than one-fourth (29%) of the estimated 856,130 juvenile arrests in 2016, youth under age 15 accounted for 28% of all juvenile arrests, white youth accounted for 62%, black youth accounted for 35%, American Indian accounted for 2% and Asian/Native Hawaiian and Pacific Islander (NHPI) accounted for 1%.⁸

d) “In 2016, females accounted for 41% of all juvenile arrests for larceny-theft, 37% of all juvenile arrests for simple assault arrests, and 36% of juvenile arrests for disorderly conduct.”⁹

e) “Youth under age 15 accounted for 57% of all juvenile arrests for arson in 2016, and about one-third of juvenile arrests for aggravated assault and weapons violations.”¹⁰

f) “Minority youth accounted for more than half of all juvenile arrests for murder and robbery, 45% of burglary arrests, and 40% of larceny-theft arrests.”¹¹

2. Educator

As an educator, the SRO can teach courses that are primarily law-related however the topic taught can be varied depending on the school environment and student needs. “An SRO is trained in the law and has a unique perspective when translating that experience into the classroom.”¹² Teaching can open doors and relationships with students that would not otherwise be opened with regular officers. Some courses examples could include:

a) Substance Abuse

b) The Juvenile Justice System

c) The Criminal Justice System

d) History of Law Enforcement

e) English - Professional Writing Skills

f) Math - Accident Investigation, Computer Crime

g) Science - Forensics, DNA Evidence, Ballistics

h) Drivers Education

i) Driving While Impaired

j) Government and Law - Search & Seizure
Roles of the School Resource Officer

k) Personal Safety

l) Sexual Assault Awareness

m) Conflict Resolution

n) Teen Dating Violence

3. Mentor

As a mentor, the SRO serves as a resource for faculty, students and parents. Students will often approach the SRO with personal, academic, family or law-related problems. SROs have received extensive training regarding local programs and services that are available to assist in handling issues and conflicts. Getting the right kind of help to those that need it should be one of the SRO's highest priorities. The mentor role is probably the most dynamic aspect of the SRO assignment.

D. SRO Program Goals and Role Model Aspects

1. Bridge the gap between law enforcement officers and students

   a) Increase positive attitudes toward law enforcement

   b) Encourage more citizen-cooperation between law enforcement and students.

2. Create police-youth dialogues

   “Police-youth dialogues are conversations that serve to build trust and understanding by allowing teens and police to speak honestly about their experiences interacting with one another in the community. These dialogues provide windows into the other’s point of view, ultimately enabling participants to find common ground.”

   Police-youth dialogues generally seek to accomplish three things:

   a) “Establish how young people and police currently feel about each other.

   b) Draw out concrete recommendations for how to improve relationships.

   c) Develop actionable next steps.”

3. Reduce juvenile crime
Roles of the School Resource Officer

a) Mentoring
b) Educating students about the criminal/ juvenile justice system
c) Showing an appropriate personal interest in students

4. Positive role model aspects

Being a positive role model is always an ongoing process. Students learn from every interaction they have with SROs. Therefore, it is essential for the SRO to always be a positive role model. Vital elements of being a positive role model include:

a) Good moral character
b) Good judgment and discretion
c) Consistency and fairness
d) Respect for students and staff
e) Maintain a professional appearance - *look sharp, act sharp, be sharp*
f) Be visible and accessible
g) Be willing to talk to the students and get on their turf
h) Interact positively with students and staff
i) Take their concerns seriously and follow up
j) Participate and support school functions and activities
k) Maintain a healthy relationship with students’ parents
   (1) Attend PTA meetings
   (2) Parent conferences
   (3) Booster Club meetings
l) Don’t make promises you can’t keep!

E. Cultural Diversity
Roles of the School Resource Officer

Culture is defined as, “the customary beliefs, social forms, and material traits of a racial, religious, or social group.”

Diversity is defined as, “the condition of having or being composed of differing elements.”

Cultural diversity is the historical foundation of America, and we must acknowledge each, group, and culture for its role in American society. While many people immediately think of race when hearing diversity, there are numerous other aspects that play into diversity, especially in the school setting.

1. Learning style
2. Athletic ability
3. Cultural background
4. Personality
5. Religious beliefs

Schools are becoming increasingly multicultural, and that increase leads to new challenges for school resource officers. As a school resource officer, you must strive to recognize student differences and instill a feeling of mutual respect and sensitivity to these differences.

F. SARA Problem-Solving Method

A commonly used problem-solving method is the SARA model. The SARA model contains the following elements:

1. "Scanning
   
   Take a look at the situation to determine whether there is, in fact, a problem.

   a) Identify the problem – Brainstorm a list of all the possible types of problems at the school.

   b) Confirm the problem exists – It is good to talk with school personnel and students to see what they think the problems are at the school and if any of them coincide with the brainstorm list.
Roles of the School Resource Officer

c) Prioritize problems – Look at the problems and find the top ones that occur most often. Out of those, find the one that most negatively affects others.

2. Analysis

Consider the cause of the problem.

a) Research the history of the problems – Can school personnel or older students explain why this problem occurs?

b) Research attempted solutions – Have solutions been attempted in the past? Did they work? Why or why not?

c) Consider the people involved – Who are the people involved in the identified problem. What happened? Why are they involved and why does it occur? How do they influence the problem? Is the location an issue?

d) Analyze the offender – Who is the offender? What is his/her age?

e) Analyze the problem – Why does it occur? What are the goals and motivation? What are the risk factors involved? Is there peer influence and if so, why?

f) Analyze the victim – Who is the victim and what happened? How was he/she impacted?

3. Response

a) Brainstorm strategies – What are the possible strategies available considering the scanning and analysis phases? What has been done previously and is the new approach similar or different? What is the best strategy, who and/or what are the targets?

b) What is the final plan?

c) Who are the needed participants?

d) Who is responsible for each task?

4. Assessment

a) Evaluate responses – How will it be evaluated? What will mean success or failure?
b) Expected and unexpected results – What changes were observed? Where there any positive changes? Where there any negative changes?

c) Refine the strategy – Does the original strategy need to be altered? Why or why not? If it needs to be altered, how will it be done?"17

G. Strategies for starting as an SRO

“For a school resource officer, building relationships and networking is one of the cornerstones of what they do on a daily basis. As a school resource officer, the opportunity to assist in addressing and handling various problems and situations is vast. The probability that a situation is handled effectively and professionally is greater when the SRO has prepared for handling situations through networking and planning.

Although it is virtually impossible to prepare for every possible situation or event, it is a good idea to plan for as many as possible. Keeping lines of communication open with all your resources is fundamental in doing your job well.”18 The strategies listed below should be considered:

1. Set up a meeting with the principal, preferably before the start of the school year.

2. Go over in detail your SRO job description.

“A Memorandum of Understanding (MOU), also referred to as a Memorandum of Agreement (MOA), is an instrument used to build mutual respect and trust between partners while delineating specific roles and responsibilities of the partnering agencies. Every jurisdiction with a school and law enforcement partnership should have an MOU that clearly defines the roles and responsibilities of the individual partners involved, including school districts, boards or departments of education, school administration officials, law enforcement agencies (including SROs), students, and parents. As a policy instrument, all parties should sign and abide by the MOU, and it should be considered a living document that operates within the context created by applicable federal and state laws—including, but not limited to, federal civil rights laws and privacy laws.”19

Additionally, the courts are taking the contents of the MOU very seriously when resolving issues that come up in juvenile proceedings and arise from the presence of an SRO. The key to the resolution of many legal disputes has been found in the language of the MOU itself.

See attached Wake County Board of Education Memorandum of Understanding.
3. Discuss the principal’s expectations as well as your expectations

4. Discuss procedures and responsibilities for athletic and special events

5. In your meeting with the principal, emphasize teamwork and communication as often as possible.

6. Other suggested questions to ask:
   
a) How do you want me to refer matters of school discipline to you and staff?

b) What is the plan for me to be introduced to staff and students?

c) Ask for copies of the student handbook and any emergency plans that they may have.

d) Ask if the school has a safe schools committee or equivalent and if so, when and where it meets.

7. Identify a school team, group or club that you would like to work with at the school. One of the recommended groups for the SRO to be associated with is the student government association (SGA).

8. Identify who the school’s best community activist is. Often, they are a parent and head of the PTA or booster club.

III. Conclusion

A. Summary

“The school community provides excellent opportunities for law enforcement officers to interact with young people. Traditionally, such interaction was limited to school-related enforcement issues where officers were called onto school grounds to resolve a problem. Today, officers are building rapport and relationships outside of the traditional area of law enforcement. Through daily interaction with students, law enforcement officers are providing a positive preventive approach to juvenile crime within the community. Students become accustomed to the presence of a law enforcement representative outside an investigative or crisis situation.

Experience has taught that positive relationships with youth within the school enhance the law enforcement agency’s ability to police youth in the community at large. Students who have come to trust SROs often voluntarily provide information useful in solving crimes in the community.”

B. Questions
C. Closing Statement

“Law enforcement officers and educators share the common goal of positive youth development. The central mission of the law enforcement – educator partnership is student success. When students succeed, the entire community succeeds.”Another Coaching legend Dean Smith said, “The most important thing in good leadership is truly caring.”
Roles of the School Resource Officer

NOTES

1 Atkinson and Kipper, 3.
3 U.S.C. Title 42
4 Snyder, 19-22.
5 Hughes, 12.
6 OJJDP Statistical Briefing Book, “Juvenile Arrest Rate Trends.”
7 OJJDP Statistical Briefing Book, “Estimated Number of Juvenile Arrests.”
8 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”
9 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”
10 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”
11 OJJDP Statistical Briefing Book, “Demographic Characteristics of Juvenile Arrests.”
12 Hughes, 6.
13 Center for Court Innovation, 1.
14 Center for Court Innovation, 11.
15 Merriam-Webster.
16 Merriam-Webster.
17 Hughes, 10-11.
18 Hughes, 15.
19 United States Department of Justice.
20 Atkinson and Kipper, 2.
21 Atkinson and Kipper, 3.
North Carolina Department of Public Instruction

Mark Johnson, State Superintendent

Maria Pitre-Martin, PhD., Deputy State Superintendent

School Operations Division

Benjamin J. Matthews, PhD., Chief Schools Operation Officer

Kym Martin, Executive Director NC Center for Safer Schools
2018 North Carolina School Resource Officer Survey

SRO Survey Abstract:

The North Carolina Center for Safer Schools was tasked with conducting a survey of the state’s school resource officers (SROs). The information was gathered by anonymous surveys and will be used to help identify potential needs such as funding and training advancements for SROs. About one third of North Carolina’s SROs responded to the survey.

Background:

School resource officers (SROs) are law enforcement officers who are assigned to work within the school setting. Officers have the jurisdiction to make arrests and conduct investigations on school grounds, however these duties account for only a fraction of the functions they perform. The SRO program is a vital part of any department’s community policing philosophy, beginning with the trust that students gain by interacting with an officer. Such relationships can be extremely important in preventing threats of any sort on and off campus. School resource officers are also called upon to provide some legal or civics lessons to students, teachers and administrators in classroom environments. SROs not only provide a level of deterrence on the school campus, but they also assist the school and first responders to prepare safety canvases of the campus and to plan and prepare for potential critical incidents on campus.

Selecting officers suitable to become SROs is an important first step. Officers should be good at communicating with youth and have a desire to work with school-aged children and youth. They should also be comfortable working in school environments where they will work independently with little to no supervision and where school administration may not fully understand their sworn responsibilities to their sheriff or chief of police. Although they work on a school campus, their primary role is that of a law enforcement officer who uses professional discretion and recognizes the differences between school policy and state law. This discretion is necessary to eliminate unnecessary law enforcement contact with students. The SRO should not be involved in the enforcement of any school policy. Using discretion to either act or observe helps lessen any threat that might be felt by school administrators due to the SROs presence. It is also vital for school administrators to properly utilize the SRO. Schools and school systems generally deal with the delineation of authority through memorandums of understanding (MOUs) with the law enforcement agencies providing the SROs to the schools. These MOUs spell out the expectations of the role of an SRO within the school environment.

An assignment as a school resource officer may be a step in the professional development of a law enforcement officer. To achieve promotion through the departmental ranks, an officer might be
required to serve time in many different agency roles--from patrol officer to SRO to investigator--to gain rank, senior status, and the salary that such rank provides. An officer who desires to continue as an SRO for more than a few years may lose the opportunity to move up in their agency ranks. This dilemma may prevent many officers who are highly effective in the school setting from remaining as SROs. However, some agencies recognize the advantages of having professional officers that can remain in specific assignments for extended periods and allow for rank and command progression within those roles.

Research Methodology:

In December 2017, the Center for Safer Schools contacted the superintendents in all local education agencies (LEAs) and charter schools across North Carolina requesting that they send the survey directly to the SROs serving in their schools. In February 2018, the survey was closed. Out of an estimated 1,200 SROs in the state, 456 responses were received, nearly double the previous number of survey responses that were compiled in 2015. Some survey respondents skipped questions, resulting in data differences from question to question.

Profile of NC SROs:

Survey results indicate that SROs are predominantly male (77% male/23% female). While all have a high school diploma, only 22% reported having a 4-year degree and 5.7% reported having a master’s degree. Most SROs reported being employed by sheriff’s departments (65%), while a smaller fraction (31%) were employed by police departments, and a still smaller fraction (4.3%) were employed by a school system special police department. When asked if their position was funded as a part of the 2013 elementary and middle school SRO grant, 18% responded yes. The 2013 grant position only provided funds for 210 SROs statewide.

Sheriffs and police chiefs are very cognizant that they should place a SRO with extensive experience in schools. Over 25% of survey respondents reported having been an officer for more than 20 years, while 26% of respondents reported having been a sworn law enforcement officer for 13 to 20 years. Many officers appear to be new to the SRO position as 31% reported having been in the position for only one to three years, and 28% reported having been an SRO for four to seven years.

A best practice recommended by the Center for Safer Schools to sheriffs and police chiefs is assigning only officers who desire to serve in the role of SRO. Survey results revealed that 74% of respondents requested to be placed as SROs compared to 26% being assigned to the position. Another best practice is to have SROs attend the Basic School Resource Officer Training. While it is still not mandatory at this time that an officer attend this training, most departments require it,
usually within a year of the officer being assigned to a school. Survey responses showed that 86% of respondents have attended this training. NC Justice Academy also teaches an Advanced SRO training program. This is also not required, but 26% of respondents reported that they had attended this training.

The mental health of students is a paramount concern, and it is important for SROs to be able refer students to a mental health resource. 23% of respondents reported to have attended training in Mental Health First Aid, and 15% reported receiving the Mental Health for Youth certification. Crisis Intervention Training (CIT) has been provided to law enforcement for many years now. 66% of survey respondents reported being CIT-certified. Another 17% reported having attended the CIT for Youth class that the Center for Safer Schools is piloting.

In addition to yearly department-wide mandatory training that officers attend to keep their sworn certifications, SROs may attend the NC Association for School Resource Officers (NCASRO) Conference for additional training. 27% responded that they attend this week-long training every year, while 9% reported that they attend in alternating years. Training for an SRO is difficult in that when SROs are out of the school, they may be called on to work patrol or other departmental assignments. This may preclude them from attending training in the summer months when school is traditionally out or on other extended breaks such as holidays or school workdays.

The survey asked SROs about their schools’ lockdown drills and school safety practices. Obviously, the safety of the students and teachers are paramount, and we wanted a glimpse into current practices throughout the state. A resounding 95% of SROs surveyed reported that their school conducts a lockdown drill every year. The NC General Statute was updated in 2015 to address this. 93% of these drills are performed with students on campus. As a direct result of changing the statute in 2015, schools are becoming more cognizant of their emergency plans and update them on a regular basis. 89% of SROs surveyed reported that their school emergency plans have been updated within the past two years.

Despite the potential for sudden emergencies in schools, it should be noted that many agencies still assign more than one school to their SROs. Although 54% are assigned to only one school there are nearly 14% assigned to five schools or more. Having any single SRO assigned to more than one school can reduce effectiveness in all the schools.

Survey responses were received from SROs in all types of schools. 50% of respondents reported working in high schools, while 48% reported working in middle schools and 43% reported working in elementary schools.

One of the most effective ways for an SRO to interact with the student body is to become involved in the school in an outside role. Although 62% stated that they did not perform any outside functions other than law enforcement, 37% stated that they coached a sport, helped with the music program, drove activity buses or mentored a club of some sort.
1. GENERAL BACKGROUND QUESTIONS

The first series of questions (Q1 – Q4) were aimed at determining the general characteristics of the SRO—gender, age, race and level of education.

Q1 Your Gender

Q2 Your Age
Q3 Your Race or Ethnicity

- Hispanic
- Black
- White
- American Indian
- Asian

Q4 What is the highest level of education you have completed?

- High School Diploma or...
- 2-year Vocational or...
- 4-year Degree (B.S., B.A.,...)
- Master’s Degree or...
School Resource Officers in North Carolina that responded to the survey have an average age of 42 years. As seen in the graph for Q2, 39% of respondents reported being in the 40-49 age range. As seen in Q3, 79% of survey respondents were white, 15% were black, and 3% were Hispanic. Q4 shows that 40% of respondents reported having high school diplomas only, 32% reported having an Associate’s degree, 23% reported a 4-year degree, and 5% reported a Master’s degree or higher. Most departments across the state are putting an emphasis on college education for promotional opportunities.

2. **AGENCY AND FUNDING INFORMATION**

This series of questions (Q5 – Q9) seeks to obtain information about who the SRO is employed by, funding sources for the position, and how many years the SRO has been a sworn officer. It also asks how many years the respondent has served as an SRO and whether the position was requested or not.

Q5 Which type of law enforcement agency do you work for?
Q6 Is your position a grant funded position from Department of Public Instruction?

Q7 How many years have you been a sworn law enforcement officer?
As seen in Q5 above, 64% of respondents reported being employed by a sheriff’s department, while 31% reported being employed by city or town police departments. A small fraction (4.3%)
reported being employed by a school system police department or special police department. The nation is seeing an increase in special police departments. While the job is inherently the same, a school system police officer will fall totally under the policies of the school system and may be utilized in non-traditional police functions such as enforcing school policy.

In 2013, the NC General Assembly provided a $7 million grant to fund elementary and middle school SRO positions throughout the state. There were 210 SROs employed under this recurring grant. Responses to Q6 indicate that 18% of survey respondents’ positions received funding from this grant.

Departments statewide seem to be using more experienced officers in the SRO role. As seen in the graph for Q7 on p. 8, nearly 26% of officers surveyed reported 20 or more years as a sworn officer, while another 26% reported 13-20 years. The graph for Q8 shows that 31% of respondents have been in the SRO position for one to three years, and 28% have been an SRO for four to seven years.

As seen in Q9, 73% of respondents reported that they requested to be placed in the SRO role, while 26% were assigned to the role. The Center for Safer Schools believes it is important to place officers that want to serve in this role and have a passion for making the difference in the lives of children and young adults.

3. **TRAINING AND CONTINUING EDUCATION**

Training and continuing education continue to be very important in the development of a highly qualified SRO. While training opportunities may be scarce in certain jurisdictions, all SROs are encouraged to continue learning. Questions 10-16 explore SRO training experiences and opportunities.
Q10 Have you completed the NC Justice Academy’s Basic SRO training program?

Q11 Have you completed the NC Justice Academy’s Advanced SRO training program?
Q12 Have you completed any other SRO specific training? If yes, can you list a few under other?

Q13 What kind of training would you like to see that would benefit you the most as a SRO?

There were 588 responses. Listed are the most popular topics.

Crisis Intervention
Active Shooter Training
Solo Active Shooter Training
Gangs
Police Law Institute (PLI)
Crisis Intervention Teams Youth (CITY-Y)
Juvenile Law
Communication with Youth
Social Media Updates
Many SROs stated that they desired equality in opportunities for training. During the summer, many or most SROs are placed back on patrol to cover for other officers that need to go to training resulting in little to no time for the SRO to attend conferences or other training only held in the summer months.

Q14 Have you completed Crisis Intervention Team (CIT) training?

Q15 Have you completed any of the following trainings? (Check all that apply.)

- Mental Health First Aid
- Mental Health First Aid for...
- CIT-Youth
- none of the above
Basic SRO Training is taught by the NC Justice Academy and is the first building block in educating a SRO to perform in this role. While it is considered a best practice to send a newly assigned SRO to this 40-hour training, it is not required. It appears that most departments do send their officers. As seen in the responses to Q10 on p. 11, above, 86% of respondents reported attending this training. The NC Justice Academy also offers an Advanced SRO training where SROs can attend another 40-hour class to further their knowledge and build upon previous training. As found in the responses to Q11, 26% of respondents reported attending this training.

Responses to Q14 and Q15 revealed participation in specific types of training considered valuable to SROs. 23% of respondents reported to have attended training in Mental Health First Aid, and 15% reported receiving the Mental Health for Youth certification. Crisis Intervention Training (CIT) has been provided to law enforcement for many years now. 66% of survey respondents reported being CIT-certified. Another 17% reported having attended the CIT for Youth class.

The NC Association of School Resource Officers puts on a training conference every summer in the state. Responses to Q16 revealed that 27% of respondents attend the conference every year, while 9% attend in alternating years.
4. **SCHOOL SAFETY PRACTICES**

The SRO plays a vital role in school safety in the school in which they are assigned. They work closely with school administrators in planning for emergencies. Questions 17-19 explored school safety practices.

Q17 Does the school at which you are primarily assigned conduct a lockdown drill during the school year?

Q18 What type of lockdown drill is practiced? (Check all that apply.)
Legislation requires the practice of rehearsing school lockdowns in all public schools at least once a year, and it is strongly recommended that charter schools do the same. The SRO play a vital role in these drills. NCGS 115C-105.49 states that “at least once annually, each principal and other applicable school officials shall hold a full school-wide table top exercise or drill, including a school lockdown due to an intruder on school grounds.” As seen in the responses to Q17 on p. 15, above, 95% of survey respondents reported that their schools do perform these drills. As seen in Q18, 93% of respondents reported that their schools perform the drills with students on campus. Also, 42% of respondents reported that their schools are performing round table discussions about critical incidents in their schools. While it is hard to perform lockdown drills at lunch and after school activities, schools are becoming more cognizant that these times are often when schools are attacked. These discussions are important in becoming better able to mitigate or prevent these events. Schools are also understanding the need to keep their plans updated as well. Responses to Q19 above indicate that 89% of respondents work at schools that have updated their Emergency Response plans in the last two years.
5. **SRO PLACEMENTS AND EXTRA-CURRICULAR ACTIVITIES**

This set of questions (Q20 – Q28) sought to detail how the SROs were distributed among the school districts and types of schools in North Carolina.

Question 20 asked SROs to identify their school district (LEA). 422 respondents answered this question, while 34 did not. Responses were received from 69 LEAs and four charter schools. The table below shows the number of survey responses received from each LEA.

<table>
<thead>
<tr>
<th>LEA</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Alleghany County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Avery County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Bladen County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Burke County Schools</td>
<td>8</td>
</tr>
<tr>
<td>Cabarrus County Schools</td>
<td>31</td>
</tr>
<tr>
<td>Caldwell County Schools</td>
<td>8</td>
</tr>
<tr>
<td>Camden County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Carteret County Public Schools</td>
<td>3</td>
</tr>
<tr>
<td>Caswell County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Catawba County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Chapel Hill-Carrboro City Schools</td>
<td>6</td>
</tr>
<tr>
<td>Chatham County Schools</td>
<td>9</td>
</tr>
<tr>
<td>Clay County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Cleveland County Schools</td>
<td>14</td>
</tr>
<tr>
<td>Clinton City Schools</td>
<td>3</td>
</tr>
<tr>
<td>Currituck County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Dare County Schools</td>
<td>7</td>
</tr>
<tr>
<td>Davie County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Durham Public Schools</td>
<td>5</td>
</tr>
<tr>
<td>Edenton-Chowan Schools</td>
<td>3</td>
</tr>
<tr>
<td>Elizabeth City-Pasquotank Public Schools</td>
<td>2</td>
</tr>
<tr>
<td>Elkin City Schools</td>
<td>1</td>
</tr>
<tr>
<td>Gaston County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Graham County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Granville County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Greene County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Harnett County Schools</td>
<td>7</td>
</tr>
<tr>
<td>School District</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Henderson County Schools</td>
<td>6</td>
</tr>
<tr>
<td>Hickory City Schools</td>
<td>1</td>
</tr>
<tr>
<td>Hoke County Schools</td>
<td>6</td>
</tr>
<tr>
<td>Jackson County Schools</td>
<td>6</td>
</tr>
<tr>
<td>Johnston County Schools</td>
<td>7</td>
</tr>
<tr>
<td>Kannapolis City Schools</td>
<td>4</td>
</tr>
<tr>
<td>Lee County Schools</td>
<td>5</td>
</tr>
<tr>
<td>Lexington City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Lincoln County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Macon County Schools</td>
<td>8</td>
</tr>
<tr>
<td>Madison County Schools</td>
<td>2</td>
</tr>
<tr>
<td>McDowell County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Moore County Schools</td>
<td>14</td>
</tr>
<tr>
<td>Mount Airy City Schools</td>
<td>1</td>
</tr>
<tr>
<td>Nash-Rocky Mount Schools</td>
<td>1</td>
</tr>
<tr>
<td>New Hanover County Schools</td>
<td>36</td>
</tr>
<tr>
<td>Newton Conover City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Northampton County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Onslow County Schools</td>
<td>15</td>
</tr>
<tr>
<td>Pamlico County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Pender County Schools</td>
<td>12</td>
</tr>
<tr>
<td>Perquimans County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Person County Schools</td>
<td>5</td>
</tr>
<tr>
<td>Pitt County Schools</td>
<td>11</td>
</tr>
<tr>
<td>Polk County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Public Schools of Robeson County</td>
<td>5</td>
</tr>
<tr>
<td>Randolph County Schools</td>
<td>18</td>
</tr>
<tr>
<td>Sampson County Schools</td>
<td>4</td>
</tr>
<tr>
<td>Stokes County Schools</td>
<td>4</td>
</tr>
<tr>
<td>Swain County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Transylvania County Schools</td>
<td>9</td>
</tr>
<tr>
<td>Tyrrell County Schools</td>
<td>1</td>
</tr>
<tr>
<td>Wake County Schools</td>
<td>37</td>
</tr>
<tr>
<td>Watauga County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Wayne County Public Schools</td>
<td>12</td>
</tr>
<tr>
<td>Weldon City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Wilkes County Schools</td>
<td>2</td>
</tr>
<tr>
<td>Wilson County Schools</td>
<td>6</td>
</tr>
<tr>
<td>Winston Salem/Forsyth County Schools</td>
<td>19</td>
</tr>
<tr>
<td>Yadkin County Schools</td>
<td>2</td>
</tr>
</tbody>
</table>
No identified responses were received from the 46 LEAs displayed in the table below.

<table>
<thead>
<tr>
<th>LEAs Not Responding to Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamance-Burlington</td>
</tr>
<tr>
<td>Anson County Schools</td>
</tr>
<tr>
<td>Ashe County Schools</td>
</tr>
<tr>
<td>Asheboro City Schools</td>
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<tr>
<td>Asheville City Schools</td>
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<tr>
<td>Beaufort County Schools</td>
</tr>
<tr>
<td>Bertie County Schools</td>
</tr>
<tr>
<td>Brunswick County Schools</td>
</tr>
<tr>
<td>Buncombe County Schools</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg Schools</td>
</tr>
<tr>
<td>Cherokee County Schools</td>
</tr>
<tr>
<td>Columbus County Schools</td>
</tr>
<tr>
<td>Craven County Schools</td>
</tr>
<tr>
<td>Cumberland County Schools</td>
</tr>
<tr>
<td>Davidson County Schools</td>
</tr>
<tr>
<td>Duplin County Schools</td>
</tr>
<tr>
<td>Edgecombe County Public Schools</td>
</tr>
<tr>
<td>Franklin County Schools</td>
</tr>
<tr>
<td>Gates County Schools</td>
</tr>
<tr>
<td>Guilford County Schools</td>
</tr>
<tr>
<td>Halifax County Schools</td>
</tr>
<tr>
<td>Haywood County Schools</td>
</tr>
<tr>
<td>Hertford County Schools</td>
</tr>
<tr>
<td>Hyde County Schools</td>
</tr>
<tr>
<td>Iredell-Statesville Schools</td>
</tr>
<tr>
<td>Jones County Schools</td>
</tr>
<tr>
<td>Lenoir County Public Schools</td>
</tr>
<tr>
<td>Martin County Schools</td>
</tr>
<tr>
<td>Mitchell County Schools</td>
</tr>
<tr>
<td>Montgomery County Schools</td>
</tr>
<tr>
<td>Mooresville Graded School District</td>
</tr>
<tr>
<td>Orange County Schools</td>
</tr>
<tr>
<td>Rockingham County Schools</td>
</tr>
<tr>
<td>Rowan-Salisbury Schools</td>
</tr>
<tr>
<td>Rutherford County Schools</td>
</tr>
<tr>
<td>Scotland County Schools</td>
</tr>
<tr>
<td>Stanly County Schools</td>
</tr>
<tr>
<td>Surry County Schools</td>
</tr>
<tr>
<td>Thomasville City Schools</td>
</tr>
<tr>
<td>Union County Public Schools</td>
</tr>
<tr>
<td>Vance County Schools</td>
</tr>
<tr>
<td>Warren County Schools</td>
</tr>
<tr>
<td>Washington County Schools</td>
</tr>
<tr>
<td>Whiteville City Schools</td>
</tr>
</tbody>
</table>
Q21 How many schools are you primarily assigned to as an SRO?

Q22 What type of school(s) are you assigned as an SRO? Select all that apply.
Q23 How many students are there in the school which you are primarily assigned?

- Less than 350 students
- 251 to 500 students
- 501 to 750 students
- 751 to 1,000 students
- 1,001 to 1,250 students
- 1,251 to 1,500 students
- More than 1,500 students

Q24 How many SROs are assigned to your school?

- Only 1 SRO
- 2 SROs
- 3 SROs
- More than 3 SROs
Q25 Does your agency have a memorandum of understanding (MOU) that details the SRO and school administrators responsibilities?
Q26 When you are absent from school, who serves as your backup SRO?

- There is no backup assigned: 5%
- A school hired security: 10%
- My SRO Supervisor: 20%
- Another trained SRO: 50%
- A patrol officer from: 10%
- A volunteer backup assig...: 0%
Q27 Do you perform other duties at the school outside of your official SRO duties such as coach a sport or mentor a school club? If yes, please list them.

Q28 Of the hours of non-SRO duties that you perform each week, how many are unpaid?

While it is ideal to have SROs assigned to one school, many jurisdictions require their SROs to cover multiple schools. This can present issues of effectiveness. If you have an SRO that is mainly
assigned to a high school but also to two or three elementary schools, the SRO visibility at those elementary schools will be low. As seen in Q21, 54% of the SROs that responded to the survey were assigned to 1 school, but there were 14% that were assigned to 5 or more schools. The responses to Q22 indicate the types of schools to which SROs were assigned. 50% of those surveyed were assigned to high schools, while 47% were at the middle schools and 43% were at elementary schools.

Departments strive to keep the ratio of officers to citizens at about 1:1000. This ratio is extremely hard to maintain as school populations rise and departments suffer turnover. Departments and schools alike have the same issue. As seen in the responses to Q23, 20% of those surveyed have student populations of 1,500 or more students. Responses to Q24 indicate that only one SRO is assigned at about 85% of schools. Only 1% of respondents worked at schools with more than three SROs assigned.

It is important to the overall success of the SRO program that departments and schools maintain a Memorandum of Understanding or MOU that details the SROs and the school’s responsibilities. SROs should strive every day to build a positive working relationship with the schools where they work. Schools should understand how to best utilize their SROs. As seen in Q25, 75% of those surveyed had active MOUs in place. In forming these partnerships, SROs have increasingly stepped outside their normal roles and have coached sports or otherwise been involved in their school. As seen in the responses to Q28, 57% of SROs reported donated services in non-SRO roles such as a coach or a club mentor. 13% of respondents reported donating 15 or more hours each week.

6. CRIMES ON CAMPUS

Q29 asked SROs which crimes have had noted increases on their campus this school year.
Three crimes that generally are reported at a high rate on campuses across the state are theft of property, assault, and drug possession. (Some assaults are also reported as fights.) As seen in Q29 responses above, the category of offenses with the most SROs noting recent increases was bullying incidents (48%), however bullying is not a crime considered reportable by the SRO. Larceny was noted for recent increases by 47% of SROs, followed by assaults at 37%. 114 of the survey participants chose not to answer this question.

### 7. SRO PERSPECTIVES

Question 30 provided space for respondents to submit up to three suggestions on how to “improve the job of School Resource Officers statewide.” There were 474 responses describing suggested improvements in a variety of areas, including
Response categories were created, as seen in the box below. Subcategories then were created for each case of two or more closely related suggestions. (See the Appendix for a complete list of submitted suggestions.)

<table>
<thead>
<tr>
<th>Suggestion Cluster</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More or improved training for SROs</td>
<td>127</td>
<td>26.8%</td>
</tr>
<tr>
<td>Improvements in SRO attitude or behavior</td>
<td>52</td>
<td>11.0%</td>
</tr>
<tr>
<td>More SROs in schools or in specific schools</td>
<td>50</td>
<td>10.5%</td>
</tr>
<tr>
<td>More or better equipment, more secure facilities</td>
<td>42</td>
<td>8.9%</td>
</tr>
<tr>
<td>Suggested changes to laws or LEA/state policies</td>
<td>37</td>
<td>7.8%</td>
</tr>
<tr>
<td>Suggested training for teachers and/or administrators</td>
<td>33</td>
<td>7.0%</td>
</tr>
<tr>
<td>Suggested changes to school policies, procedures, programs</td>
<td>23</td>
<td>4.9%</td>
</tr>
<tr>
<td>Suggested changes to law enforcement agency policies, procedures</td>
<td>21</td>
<td>4.4%</td>
</tr>
<tr>
<td>Suggested improvements in principal performance</td>
<td>18</td>
<td>3.8%</td>
</tr>
<tr>
<td>Improvements in salary, promotion, other incentives</td>
<td>15</td>
<td>3.2%</td>
</tr>
<tr>
<td>Steps to change public perception of SROs</td>
<td>10</td>
<td>2.1%</td>
</tr>
<tr>
<td>Suggested state initiatives</td>
<td>9</td>
<td>1.9%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>37</td>
<td>7.8%</td>
</tr>
<tr>
<td><strong>Total Suggestions</strong></td>
<td><strong>474</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Each suggestion cluster will now be explored in more depth.

1. More or improved training for SROs (26.8%)

Many SROs responding to the survey expressed a need for more training overall or more training on specific topics. This category had the largest numbers of responses and may be further subdivided as shown in the box below.
More or more affordable training on specific topics | 55
More or improved training in general | 26
Mandate or allow attendance at state or national conferences | 14
More training experiences together with school personnel | 12
Local or summer training options | 10
More training on SRO duties in particular | 8
Have SROs trained prior to placement in schools | 2

The most popular suggested training topics for SROs are listed in the box below.

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical response, active shooter</td>
<td>10</td>
</tr>
<tr>
<td>Communicating with students, mentoring</td>
<td>7</td>
</tr>
<tr>
<td>Mental health, exceptional children</td>
<td>6</td>
</tr>
<tr>
<td>Adolescent psychology</td>
<td>5</td>
</tr>
<tr>
<td>Drugs</td>
<td>4</td>
</tr>
<tr>
<td>Student diversity</td>
<td>3</td>
</tr>
<tr>
<td>Gangs</td>
<td>3</td>
</tr>
<tr>
<td>Social media</td>
<td>2</td>
</tr>
<tr>
<td>Annual legal update</td>
<td>2</td>
</tr>
<tr>
<td>Juvenile Justice CIT training</td>
<td>2</td>
</tr>
<tr>
<td>Other topics</td>
<td>11</td>
</tr>
</tbody>
</table>

2. **Improvements in SRO attitude or behavior (11.0%)**

This second largest cluster of suggestions involved changes in attitude or demeanor of the SROs themselves. Many of these were calls for all SROs to be more aware of students and school staff as individuals and work to improve communications.

<table>
<thead>
<tr>
<th>Improvement Suggested</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build relationships with kids</td>
<td>13</td>
</tr>
<tr>
<td>Be a better communicator with everyone</td>
<td>5</td>
</tr>
<tr>
<td>Be approachable</td>
<td>4</td>
</tr>
<tr>
<td>Create a better working relationship with principals and staff</td>
<td>4</td>
</tr>
<tr>
<td>Counsel and mentor students</td>
<td>3</td>
</tr>
<tr>
<td>Get to know parents</td>
<td>2</td>
</tr>
<tr>
<td>Get parents involved with school</td>
<td>2</td>
</tr>
<tr>
<td>Let students know you care</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
</tr>
</tbody>
</table>
3. **More SROs in schools or in certain schools (10.5%)**

Increasing the numbers of SROs was the third most prevalent suggestion. No subcategories were created for this category.

4. **More or better equipment, more secure facilities (8.9%)**

This category included suggestions related to the school facility or equipment used by SROs in their jobs. Thirteen submissions were general calls for improved school security and equipment. The others were suggestions for specific improvement. These are detailed in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video surveillance system</td>
<td>5</td>
</tr>
<tr>
<td>Gun safes, access to rifles</td>
<td>4</td>
</tr>
<tr>
<td>More long guns, shotguns</td>
<td>3</td>
</tr>
<tr>
<td>Newer equipment</td>
<td>2</td>
</tr>
<tr>
<td>Body armor</td>
<td>2</td>
</tr>
<tr>
<td>Better vehicles</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

5. **Suggested changes to laws or LEA/state policies (7.8%)**

This category was created to include suggestions that would require changes in state or federal law, changes to state agency policies, or changes to local board policies. These suggestions were so disparate that only a few could be grouped into subcategories, as seen in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions regarding DARE</td>
<td>5</td>
</tr>
<tr>
<td>Student reporting app or TIP line</td>
<td>2</td>
</tr>
<tr>
<td>Create alternatives to juvenile petitions</td>
<td>2</td>
</tr>
<tr>
<td>Uniform statewide SRO responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>Need for MoU, SRO input on MoU</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
</tr>
</tbody>
</table>
6. **Suggested training for teachers and/or administrators (7.0%)**

As seen in the box below, many SROs indicated in the survey that school staff need more training to understand the role and responsibilities of the SRO in the school.

<table>
<thead>
<tr>
<th>Role of SRO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal issues, e.g., &quot;reasonable suspicion&quot;</td>
<td>4</td>
</tr>
<tr>
<td>Attend SRO conferences</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

7. **Suggested changes to school policies, procedures, programs (4.9%)**

The box below displays some of the suggested changes to school policies or proposed programs to be implemented.

| Conduct more searches for contraband, use dogs          | 6     |
| Include SROs in school staff meetings                   | 3     |
| Student cellphone use restrictions                      | 3     |
| Drug abuse awareness sessions for students              | 2     |
| Other                                                    | 9     |

8. **Suggested changes to law enforcement agency policies and procedures (4.4%)**

This category was created to include suggestions that would require changes in the law enforcement agency that employs the SRO.

| Improve selection of SROs                              | 8     |
| Allow casual dress instead of uniforms                 | 3     |
| More support from, better communication with supervisor | 2     |
| Eliminate mandatory feeder school SRO visits           | 2     |
| Encourage school visits by other law enforcement officers | 2     |
| Other                                                    | 4     |
Of the eight suggestions for improving the selection of SROs, four were statements that SROs must like kids, while the other four indicated that years of experience and/or tactical experience were very important SRO qualifications.

9. **Suggested improvements in principal performance (3.8%)**

There were 18 suggestions regarding the performance of principals, as seen in the box below.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't use SROs for noncriminal infractions</td>
<td>4</td>
</tr>
<tr>
<td>Always report offenses to SRO</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

10. **Improvements in salary, promotion, other incentives (3.2%)**

There were 15 suggestions related to salary, promotion, and other incentives. No subcategories were created for this category.

11. **Steps to change public perception of SROs (2.1%)**

There were ten suggestions in this area, with four of them related to public recognition of the importance of SROs and three of them related to clarification of the roles that SROs play in the schools.

12. **Suggested state initiatives (1.9%)**

Nine suggestions were grouped in this subcategory. Most of these suggestions would likely require a statewide initiative or increased state leadership to implement. They are detailed in the table below.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better coordination with Juvenile Justice, other agencies</td>
<td>3</td>
</tr>
<tr>
<td>Creation of SRO forum to exchange ideas</td>
<td>2</td>
</tr>
<tr>
<td>Monthly updates from other agencies</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix: SRO PERSPECTIVES (Question 30 Responses)

Below are all responses to Q30, “What would you offer that could improve the job of School Resource Officers statewide?”

Training on special student populations.

Social Media Training

Casual dress rather than full patrol uniform

More SRO Specific training for what we at this level deal with.

More certified training

Recognition that the SRO position is a seriously needed position in education in NC

Attend SRO School prior to being assigned a school and working in a school.

Increase in pay!

More Training on active shooter, Gangs, and Drugs.

A SRO at every School not just High School and Middle School Sandy Hook right

More training for school staff to understand our job role vs administrative duties of school employees

More training

knowledge of how to communicate with youth at their level

More accessible training or conferences / by region such as west, piedmont and east more officers in the schools

MOU across the board

Better communication with staff and SRO about students who may have been arrested etc.,

Money for better security.
Don't treat the school as a prison.

Officers need to be taught interview/interrogation when it comes to investigations of the above crimes.

Make sure that SRO loves kids

More Training SRO specifically

Diversity training

More character / mentoring programs

Training responding to active shooter/critical incidents (SIMS/FATS/chalk talk)

Statewide SRO Forum board to discuss topics and exchange ideas

Monthly updates from other agencies in the form of a newsletter

In my department, we as SROs are supposedly paid year-round by the school system through the contract. Our department however uses us on snow days and summer vacation as a supplement to patrol. The school system pays me $35/hr. to work football games and such, it seems since the school system is paying this year-round salary we should be utilized only for school events, thus we could work these events and get back our time during the summer.

LISTEN TO THE KIDS

Be a human being with the kids and not a robot

Build a relationship with the students to gain trust so the student will be comfortable to come to the SRO with any problems or concerns.

Helping the child with life skills by having reality talks and discussing scenarios

Funding to help improve the safety of my campus

More security cameras in elm schools.

Rifle rated vests for active shooter response

Have school board members and superintendents spend a day or two with an SRO at a high school or middle school.

Allow all SROs to attend SRO conference

Realize that you cannot control what the school system wants to do
Training opportunities related to Administrators and LEO’s and their working relationships
Formal training with the teachers/administration as to the role of an SRO in the school

All SROs attend the State/National Conference on a yearly basis paid for by the school system

Know more on cyber crimes

Funding for further education- my agency cannot pay for MAT- Master of Arts Teaching (UNCG)
More SROs in High Schools / Most high schools need at least 2 officers assigned due to the size and threats.

I feel the SRO MOU conference in which SROs and School admin attend together is very valuable in clarifying the responsibilities of SROs and clarifies to school staff what SROs are expected to address as well as explaining what should be a school issue

Build a positive relationship with as many students as possible, attend sporting events, band events, chorus events, be involved and be seen.

Access to more social service contacts

More cooperation from administration

School Administrators need to attend SRO training conferences

SRO TACTICAL TRAINING

TEACH THE SCHOOL STAFF THE SRO JOB REQUIREMENTS

Getting patrol officers familiar with our schools

Bring back corporal punishment in schools

Have an SRO in every school rather than one officer for multiple schools

We receive training from the school system on what their rules and expectations are for us as officers, but the administration seems to have no training or knowledge about what to expect from officers. This could improve relations between the two job functions.

Tactical Training

Laws to implement basic safety measures/codes and inspections like the fire marshal.

NO CELLPHONES BY STUDENTS.

Make it very clear to administration what SROs are and are not expected to do. It is very different depending on what school we are assigned.
Mandate that all SROs attend the SRO Conference at least once in their first 2 years of being an SRO

K-9 and Stop worrying about the perception it’s about the safety of our children

Less red tape when working criminal cases as far as student information and demographic info.

Give officer’s the ability to check children when certain items are noticed such as bandanas and such.

Quit introducing legislation that creates obstacles for just the SRO to be able to even view a recorded video

Training in areas of communication

More than one SRO for larger schools

To always maintain open communication and understanding with the staff, students, parents

The school system needs to have paperwork of a student transferring into the system before they can attend school. Too many times the child is being pulled from a mental health system and dropped off in regular public school without the school having any knowledge of the student's history. Often times that student causes a major disruption (fight, attempted suicide, possession of narcotics, under the influence, jumping off the bridge at US 1) before their medical or behavioral history is learned.

Have 2 SROs assigned to the larger high schools

1 Class on how to deal and understand juveniles.

More training with school admin on SRO roles

Quit busing kids in altogether

Information sharing regarding new trends with gangs with nearby schools.

More trainings to network with other SROs

App for students to make reports

More youth and officer interactions, camps-

Better training

Have a Crisis Team and Plan at every school.

SRO Tip Line

Can help the teachers and the administration understand the role of a SRO, and the students as well.
That there be more of us, this is an underappreciated position.

More training that is SRO specific.

We need more support from our agency and from supervisors

Better security/camera systems at the schools

attending the yearly SRO Conference
Concentrate on highlighting the importance about building relationships with the students. Especially the students that we may end up charging
Better pay

We need SRO in every school

More training

Job clarification for stakeholders (administration, teachers, etc)

Building a relationship with the students, to gain their trust.

SRO Office gun safe for active shooters

More training dealing with juveniles, EC kids,

Continue joint training with school administrators and their respective SROs.

I work in a High School. I think that there should be more than one officer, inside each High School.

Do away with mandatory feeder school visits. Keep the SRO in the high school more, where he is assigned.

More officers in each school

More training available during summer months

Ways to get Parents Involved with us and the School’s Administration
Our Drug Prevention Program model- “Drugs: the hidden side effects”. This program is a testimonial biased program in which 3 Deputies share their life experiences about family members who used drugs and how it affected their everyday life. My mother and father was absent from my life due to their life decisions to use drugs (crack cocaine). Another deputy’s brother overdosed after using GHB. Another deputy speaks about losing his brother who was an alcoholic that committed suicide. This deputy also lost his nephew to ecstasy overdose. This program has been impactful to Currituck student over the last 6 yrs.

Pay incentives

Better security features for the school buildings
Creation of specific schools directed at the SRO.

Stop holding school administration accountable for the number of students suspended. The students should be held accountable for their actions.

I will let you know after one year

Understanding and empathy of the students we serve.

BEING OBSERVATIVE AND LETTING THE STUDENT KNOW YOU CARE HAS MADE IT EASIER TO COMMUNICATE EFFECTIVELY WITH STUDENTS

Get rid of D.A.R.E

Not Sure

More Officers

More advanced training

Have it mandated that there is an SRO in every school from elementary to high school.

Safety- building security

NEED MORE FREQUENT ASSEMBLIES FOR BULLYING

More SRO positions

Better Pay

Funding for SROs in every school

More SROs

More local training

More Law based training and knowledge of when officers can intervene in an elementary school setting

Prohibit students from possessing electronic devises at school except those required for educational use.

More training for SRO

Various critical response training

Jurisdiction anywhere your school may be playing or visiting
Active Shooter Response Training

More SROs in the schools...at least one in every high school and middle school

Some kind of regulation of cell phones in school. There is an epidemic of child porn. (i.e. selfies)

Bigger Office

Increased pay

Change the name from School Resource Officer to Student Resource Officer. Focus should be on serving students instead of serving administrators.

Listing the classroom numbers on exterior windows for emergency personnel.

For Principals to be educated on reasonable suspicion & probable cause and other laws

Any kind of active shooter training

Training of any sort

Training is always good.

better understand between the SRO and school admin

Funding for increased security

Teen court

Better understanding of job, your duty and responsibilities as an officer compared to regular police officers.

Learn the needs of the school you are assigned.

Need to have an officer assigned to every school. To include all of the elementary schools

More Support and Understanding from Groups who are against having officers in school.

Try to get to know the kids on their level

Maintaining up to date and continued training.
An additional SRO officer on duty

Communication skills

training for kids of all ages about bullying
More specific juvenile laws & procedures

Develop an SRO class for school administrators and make it mandatory.

More training with staff

Programs to deal with incidents as an alternative to juvenile petitions for 1st time offenders and minor offenses

A regularly updated contact list of SROs throughout the state.

The state can provide a mandatory legal update for SROs every year

I think the school Admin needs to understand that SROs don't work for the school. They work with the school

Have up to date training
More training with mental health

Additional juvenile training

More equipment for SRO to use at the schools

SRO should be doing the same job and not have "fixed" position.

Better working relationship with the principal and the SRO. It would be nice to be able to correspond with each other over matters that are vital to the safety and well-being of the students and staff.

More summer classes. Our supervisor will not allow us to attend classes while school is in session. Only in the summer.

SRO have its own division as we do.

More training, especially in subject areas listed in question 13.

The NCJA has a small amount of training opportunities during the summer (When most schools are on break) It would be great if that would be addressed.

I would love to see school administration have a more clear-cut understanding of our roles as a SRO

Be patient with the school staff and instruct them on your duties

Officers should learn how to navigate social media to observe student behaviors among peers.
More SRO for Elementary so the Middle schools and High School have their SROs completely dedicated to them.

More funding for additional positions

Staff training

Getting school staff to completely understand the duties of an SRO

Inform principals/teachers the law

At least 2 Officers at every High School

For school administrators work better with the officers when comes to providing security on campuses

Officers at high schools only being assigned to the high school

Have the Law Enforcement Officer assigned to the schools be more involved with the kids. To further the LEO’s knowledge in the gangs, and other illegal activity going on in the school.

More officers (officers in every school)

Equipment to improve safety of personal while in school. I.e. better cameras, blocking devices for doors

trainings that includes staff—so that everyone can see each other perspectives

Dogs at every school

Allow SRO to take students on Jail Tour so they get an idea of where they don’t want to be.

More time for staff to train with the SROs at the school.

Bi-monthly newsletter to all SROs state wide. newsletter should contain school incidents and the proper way to handle them and pictures/stories of SROs with their students. Ideas and problem-solving ideas for certain situations. Upcoming classes on juveniles and an officer of the month award with pictures. Just an idea.

More training.

Communication with administration and higher ups regarding SRO duties

More opportunists for solo active shooter in months school is out.

Training with school admin and teachers.

Training with SROs and juvenile justice so they could be on the same page
More training on all topics.

More comfortable uniforms to be more interactive with the students

Activities with youth

All SROs should have Critical Response Training.

To meet with other SRO and discuss issues during the school year.

More training outside of school days

More training for administrators and teachers so they actually know the responsibilities of the SRO.

I think this should be a position for someone who likes to be around kids.

More training

More funding to provide more activities that the SRO does themselves to interact with the students

Promotion along the same lines as other special assignments. ex: detective becomes Sgt. after one year

SRO In Every School

Availability of training

More tactical active shooter training

A program like RMS (Police or Sheriff Pac) that is independent from any system so it is easier to take notes, daily logs that’s not on paper. There are limited programs out there there are too much for an SRO position

Mandatory conferences to discuss the changes of student’s perception of their role in society.

Funding for officers in every school

Training in SRO related issues

More training.

To help the image of School Resource Officers, agencies should be hiring experienced officers in law enforcement. Not the officers that no one wants. When I came to School Police I was surprised at the level of education and experience that fellow officers possessed.

TRAINING WITH NEWLY APPOINTED SCHOOL ADMIN TO ASSIST IN UNDERSTANDING THE ROLE OF THE SRO AND THE VALUE OF THE SRO AS A RESOURCE OF INFORMATION.
Department states that cannot send us to the conference every year due to funding. Help fund sending us and maybe send some to the National Conference.

Money for additional resource officers

Training on locating and deterring drugs that can't be found in a k-9 search, such as prescription medication.

If more than 750 kids at a school, a second SRO should be assigned to that school as well

I am a Lieutenant over 17 SROs and 1 Sgt. so my perspective is supervisory and past SRO. It would be beneficial to have joint training for SROs and school admin so they can "get on the same page". Often we run into case where the admin and SRO have different understandings of how things go; ex. who handles what, what should the SRO be involved in. Fortunately, in Cabarrus County for the most part our SROs are considered an extension of the admin team but there are a few cases where there is little to no relationship between the two entities and I think it stems from a lack of understanding on both parties.

A way to fix entitled parents and students!

More Officers visiting my Schools

More training that is specific for SRO

Training to the officers that are new to the SRO position

A SRO IN EVERY SCHOOL

Supervisor communication

Be open to students

Prior law enforcement experience

Deferral Program that includes 18-year old’s for school related crimes

More than one officer at a school

More Summer trainings SRO related

Make it mandatory that schools over 1200 children have an additional SRO

My school doesn’t currently have a surveillance system. I highly recommend our school system invest in a video surveillance system as soon as possible.

HAVE TRAINING SESSIONS THAT INCLUDE TEACHING STAFF SO THEY UNDERSTAND OUR ROLE IN THE SCHOOL.
Additional SROs in each school

Physical building security

Legal updates as we transition into the new laws concerning age of juveniles

You should have a very good relationship with your students in school and out of school

Attend NCASRO Conference for SROs and School Administrators

Need more focus to find officers that love to interact with children and have a calling to work with youth.

IN MY CASE I WOULD LIKE TO SEE AT LEAST ONE MORE OFFICER ASSIGNED.

Pay raise or increase

More training and the ability to attend more conferences

Equipment

An officer in ever school

NCASRO conference more affordable and during the summer months when school is out.

Must love working with kids.

SROs tend to be set aside just as Law Enforcement Officers only and are not included in staff discussion/interaction

Schools working together with SROs

Better Pay

**PART 2 OF RESPONSES:**

Better Patrol Vehicles.

Get school systems to use SRO more in classroom settings

More continuity from department to department on what the job entails.

Schools involving the SRO units more in planning and operation, not just looking at the SRO position as a type of Security Guard
More affordable training.

Training that comes to us as the department may not all ways be able to send officers to train elsewhere.

Require or strongly recommend All LEA to send all SROs to Attend NASRO Conference for additional mandated training's

Higher pay or grants that supplies equipment, vehicles for SRO, and higher pay
Diversity, how to treat, show fair treatment

SRO specific on-line classes for EC children etc.
more schools built or smaller overall numbers

Don't walk around like a robot to the kids or staff.

Bullying is a major crime that is seen in Middle School and on the bus.

Not required to do job it should be volunteer

Communicating/Ethics

Training (specialized) in firearms (pistol/carbine)

Mid-year and beginning of the year regional SRO meetings, annual statewide SRO meeting

Understanding the dynamics of being an SRO

I feel that there should be a state requirement that there be more than one SRO in a school with 1800+ students.

DON'T BE COMPLIANCE

Interact with the children

Get involved with an after-school program for in between kids (kids that get in trouble, but have potential) to teach them to have good leadership skills and to not be a follower.

Counseling a student to becoming a better person and making better decisions

Better locked door system etc.

Better cameras

Resources that remove convicted violent offender juveniles from traditional "home" school setting

Training that would pair teachers and SROs working together to assist students
assist in professional development of police officer and educators- workshops for teachers may include SROs

Build a positive relationship with as many staff members and parents as possible. Be willing to listen and give advice and offer other options other than jail when possible.

School Administrators & teachers need to attend more detailed lock down training such as ALICE or ALERT

BE PROVIDE LONG GUNS AND MORE AMMO

HAVE THE ADMINISTRATORS UNDERSTAND NJ VS. TLO PROFICIENTLY

More SRO based training

Consistency at schools with discipline from Admin (Principal and APs)

Make principals follow instruction and report offenses to the SRO as they should.

Narcotics Investigations

Offer more training that is specific to the type of school and to dealing with the growing special populations.

Bring more awareness to parents and school staff the reasons SROs act in various situations. The public does not understand that a 14 year old trying to fight an officer is just as dangerous as an adult.

Receive training in First Aid, CPR & AED

The new Law 18 juvenile, fix the issue stop making it harder on us

Free flow of information without court involvement.

Training in de-escalation tactics

Push for, at the state level to have mental health professionals at the school. There is a strong need for this position and it was cut from the school budget.

Have the school administration be more proactive in dealing with students skipping and conduct more searches.

Classes on interacting with juveniles.

More security training for facilities admin and SRO

Competitive salary
More mentor counseling training

For school staff not to hide information from you.

Agency cell phone

More focus on security.

Training on mental health with youth.

Placing the most tactical officers in the schools

Make sure that administrators and SROs clearly understand their roles in working with each other

More resources

Dealing with students with mental health issues

Better resources (example-metal detector)

Get involved with the in between trouble students that have potential by having afterschool programs to teach them leadership.

Allow the SROs to participate in teacher workdays at the schools to build relationships with teachers and staff and to catch up on paperwork.

More equipment for rapid response

Positive interactions with school children and their parents.

Training for school administrators on working with officers in everyday school settings

Report crimes immediately. Let the SRO help the school investigate. Teamwork.

Training on cultural biases

CONSTANT VIGILANCE

Let SROs have input on the MOU

More Training

NEED MORE FREQUENT ASSEMBLIES ON CYBER CRIMES

Better Vehicles
Training for school administrators detailing the role of the SRO, what we legally can and can't do

More Principal & SRO training

It is a myth that SROs are at schools to provide security for the students. SROs are at schools to "police" the students. If SROs were at schools to provide security to students from outside threats, an SRO would be assigned to EVERY school, without question. Fund SRO positions for every school, including elementary schools, so that SROs remain at one school during the day. School administrators can't be expected to have administrative duties at multiple schools due to logistics and the number of staff and students that would be involved. Likewise, SROs can't proactively maintain security at multiple schools.

The elementary schools are forgotten. We need help and coverage for 12 vulnerable elementary sch.

Better equipment

Listing classroom numbers inside the classroom so students would know what room they are in, in the case of an emergency.

More SRO trainings, meetings within the county to share, network

Gun safes in the building for long rifle

Relations with juvenile justice

Training on how to be more people friendly when dealing with students and parents.

Communication with all staff at school.

Be extremely outgoing

Additional trained officers in SRO, when a replacement or sub is needed

Time management

training for kids of all ages about drugs

Offer law enforcement officer a "dress down" uniform as to not be as visually intimidating

More K9 walk throughs

A way for SROs to share trends they are seeing in their school, with other SROs

More access to Juvenile CIT training opportunities

We are not put in the school to act as a hired Bully. We are there to assist and educate students as to the Laws of NC. We are also there to enforce those laws when needed.
Help in keeping teachers and staff aware of their role during a school crisis

Grants so all agencies could attend conferences

G.R.E.A.T program in the high schools and not only in the elementary schools

SRO need an office to work at their assigned schools. Not a shared space with other school staff.

SROs having a time where they can explain the role of an SRO to the staff and students as well as the resources they can provide. This will also help in establishing boundaries and building a good rapport with everyone involved.

More SROs

Having more than one S.R.O. assigned to High Schools, possibly even more than 2 at some.

More widespread advertising for training that is offered at different locations like at Community Colleges and/or at individual agencies.

I would like to see a mandate that to be an SRO you must have a certain amount of LEO experience to take this position.

Monitor social media

Officers should maintain officer safety training and patrol techniques to make up for time in schools and off the road.

Easy Access to riffles. Ex: Harnett county is building mounted safes for rifles in the SRO offices with fingerprint and password locks.

More interagency training

All teachers need to know our roles

When officer recommend security changes the school should make changes for safety for everyone kids and family

Middle School SROs having no more than two total schools to maintain

Have the LEO go to more training on gangs, and the types of drugs that are going on in their school and the environment around them.

equipment

Training to deal with special needs kids

An email system that shows what crimes and trends are trending in schools currently not yearly
Having 2 SROs assigned sounds like a great idea to have more presence at school which I believe is a huge Factor!!

Encourage school boards to pay for the NCASRO conferences so all SROs can go. They have great training subjects each year.

Suggestion box that way staff and students can voice opinions about SRO to help the SRO better understand what needs to be done at the school

More opportunities for school related classes at NCJA in months school is out.

Autism Training

Better commutation without outside agencies.

All SROs should have shot gun and long rife in their patrol vehicle.

Grant writing for youth programs we create

A budget to reward kids who are doing well in school and the community.

Level 4 body armor, tactical gear and gun safe in SRO office for quicker response to active shooter or another like scenario

More training on dealing with juveniles

Opioid abuse training among teens

A collation of student, parent and SRO: Get to know each other.

Training with Administration n SRO together at my school

Not get just hand-me-down equipment that patrol has already worn out. We are the dumping ground.

Encourage the schools to treat the SROs as part of the team and family.

Make sure school staff knows the difference in our job and what we do vs their job and their function

More funding for training specific to SROs to be done in the summer. I budget some training for my SROs but sometimes the county cannot fund everything that is available and would greatly benefit the SROs.

Or each School needs a SRO

Help the officers to understand our specials needs kids
The school system having more mental health resources on campus

Be responsible for law only, no school rules

SRO manned juvenile summer camps (GREAT, DARE, ELEMENTS)

More training

Add a class in MIST on how an agency can utilize the SRO and support the SRO

MEET WITH STUDENTS IN GROUPS AND GO OVER WHAT THEY SHOULD ALREADY KNOW

Bilingual

More training specifically for SROs

Greater offering of SRO geared classes relating to problems our students deal with daily ex. Social media

Family issues

SRO Training scheduled during summer hours while school is not in attendance

No suggestions

RECEIVE INFORMATION ON TRAINING AND SRO EVENTS

Better or new equipment

Incentives or overtime pay

Equipment

DARE officer and SRO be separate positions

School Principals and Asst. Principals have more training on what SROs can and cannot do in a school setting

Let the kids at your School know you truly care about them.

Accurate reporting of incidents within the school system.

More Officers

More officers inside the schools rather than trying to cover multiple schools

More than one SRO at larger schools
PART 3 OF RESPONSES:

Implement a new program like the DARE PROGRAM.

Mandated responsibilities and program guidelines for SRO to be followed up on to ensure all departments and programs are run equally
More partnership with the school system

Safety, how to patrol grounds and pickup on unseen dangers on campus

Yearly training in person and or conference set-up

Tougher punishment on kids when they do wrong

Be open minded.

We have seen and influx of female/males that are sending nude photos of themselves

Teach Officers to leave EGO at the door

Mentoring/leadership training.

State mandated training so that SROs are created more equal in their training/procedures

Optional individual training, affordable for the individual choosing to go.
Attending the state offered conferences in your jurisdiction

STAY PROACTIVE INSTEAD OF REACTIVE

Build a positive relationship with the child and their parents and assure them you have a concern for their safety and well-being

More SROs

Support for teachers who are concerned for their safety/job security when dealing with out of control students in high-risk schools

Training that would pair Principals and SRO supervisors

Be flexible and be seen as much as possible. Work traffic in high visibility areas and use other officers as much as possible. Have lunch with the students and use K9 officers as much as possible. I bring 5 to 7 K9 officers into the school once a month randomly. The staff and I know that the K9 units are a very big help in assuring that drugs at school are reduced greatly.

Provide funding so all SROs can attend the NCASRO conference every year. Currently this conference is the best training provided specifically for SROs
REPORT CRIMES TO SROS

Education and awareness tailored to specific issues we see.

Official age appropriate lessons to teach students about active shooters without terrifying them.

Bring harsher consequences against students who present a safety risk to the students and staff. There are several students at schools now that are a risk and they are still permitted to attend because they have a behavior plan or mental health plan. I understand these students still deserve an education. However, they should not be allowed to continue their behavior around students who are not doing anything.

Have more classes the involved teachers especially administrators, explain the duties of each.
2 SROs at high schools
Role play crisis situations with staff.
Training on how to communicate better with juveniles and their parents.

SRO goes to conferences

Be able to focus on safety of school and not minor discipline actions such as collecting cell phone

Dedicate an SRO to all middle schools.

Too many students are allowed to roam the campus if they are "bounced" from a class. If a student has been disruptive enough to be sent out of class, that student should leave the school. Schools should be focused on the students who want to learn, not the disruptive students.

HOW I CARRY MYSELF CAN ESCALATE OR DE-ESCALATE SITUATIONS

EQUIP EACH SRO WITH A LONG RIFLE

More money

NEED MORE FREQUENT ASSEMBLIES ON DRUG ABUSE

More Training

We have many military kids which brings a broad gamut of issues. (single parent, diff. cultures...)

Clear chain of command

Adding more Officers to the schools

Dedicated training time each year from the school to teach the staff.

Working more closely with Administrators and staff members at the schools.
Never let the students see you when you’re not your best

Mentor programs

Training for kids of all ages about media usage and cell phone

Suggestion for more cameras at every school

Offer a course for school districts on what a SRO can and cannot do. We need the community to understand that some of our best relationships at the school are with the kids who are often the biggest problems.

Training scenarios on your school's campus
Counseling training

An increase of officers in certain schools

Information shared throughout the SRO Community that would be timely and more information shared about gangs.

Build student relations

Officers should be aware of incidences that occur off campus that may affect students at school.

The age which we can charge for criminal crime should remain 16. If it does not you will see a decline in discipline in all the high schools.

SRO Supervisors assigned to a physical office in the superintendent's building as a liaison

Schools be assigned potentially more than one SRO based off of number of students along with crime related incidents

resources (quick reference books/guides)

Mandatory drug searches that students would not know about. K9 Dog searching parking lot and lockers mandatory.

Have the media (TV stations, radio) do positive segments on SROs helping students and the communities. (note: For years I have spent the little money I made working the ball games to buy pizzas and hot dogs to give to the kids during the games. These are some of the kids I deal with every day and that might be the only thing they eat that night. We do it because we care). Be positive.

Possibility for doing a mass casualty drill in the county pulling outside resources to work together. Jurisdiction off campus.
All SROs should have some type of hand to hand combat training.

For school admin to handle problems rather than using us to be the “bad guy”

A budget to assist the kids who are less fortunate or have less than desirable home lives.

Universally programmed radio that can access radio channels for all schools in county, not just the school where assigned

School employees to stop trying to use SRO for their own personal bully for undisciplined children

Suited prevention training among teens

More lockdown drills

Have training over the summer involving the admin and SROs together.

Any overtime worked should be comp time so that when kids get summer break, the SRO has the same break

Dare to be taught in schools again

Be supportive to staff and students

Juvenile resources vs Juvenile criminal action

Increase awareness on the value a SRO has to the school and to the Police Department.

MAKE SURE STAFF UNDERSTANDS WE WANT TO SEE KIDS GROW JUST AS MUCH AS THEY DO. WE JUST HAVE TO DO IT IN OTHER WAYS.

No suggestions

More SROs

Increase in salary

Equipment

Let the kids know that they are at School for four reasons. To Learn, Make Friends, Have fun and Feel Safe at all times.

We put in too many hours at not only our assigned schools sports events but also the High School resulting in sometimes 16-hour days, multiple days per week
On behalf of the Department of Public Safety, Juvenile Justice Section, I am pleased to present you with our 2018 Annual Report. This year’s report highlights the successes of the juvenile justice system in North Carolina and looks to the future of the system under the historic raise the age legislative change coming in 2019.

The juvenile justice system in North Carolina strives to connect with our partners in community-based programs, courts, schools, mental health, social services and law enforcement to find the right service, for the right child, at the right time. The Juvenile Justice Section itself is comprised of three major units: Court Services, Community Programs and Facility Operations. These three units combine to create a comprehensive approach to preventing, intervening and responding to youth delinquent behavior. The effectiveness of this system is defined by the collaborative approach made by these three units to create safer communities and work with our state’s most at-risk populations by providing them with tools they need to be successful.

Success is just what we are seeing, as you will see in this year’s report. Some examples of success include the year’s historically low juvenile crime rate; the reduction of our state’s reliance on confinement to instead rely on more effective, and more cost-efficient alternatives; and the creation of safer schools and communities. This year’s report shows that juvenile crime is now at 16.18 acts per 1,000 juveniles who live in our state – the lowest rate of juvenile crime recorded since North Carolina began tracking juvenile crime. Youth development center commitments continued to be extremely low and have fallen 46% since 2010. In addition, juvenile detention admissions decreased again and are down 62% since 2010. Finally, the overall number of school-based complaints has dropped 35% since 2010. By these measures juvenile justice programing is proving to be an excellent investment.

In addition to achieving these outstanding outcomes, the Juvenile Justice section continued planning for the largest change in the juvenile justice system in a generation: Raise the Age. The change in the upper end of juvenile jurisdiction for most juvenile offenses from 16 years old to 18 years old, more commonly called Raise the Age, will go into effect Dec. 1, 2019. The Juvenile Justice section spent 2018 planning for the successful implementation of this change. Planning activities included establishing new Court Services positions; developing programming for older youths; meeting with stakeholders to educate them on how the increased age of juvenile jurisdiction will affect their agencies and listen to their concerns; developing the necessary legislative fixes to the Raise the Age legislation in connection with the Juvenile Jurisdiction Advisory Committee; and generating funding recommendations for Governor Cooper and the General Assembly to include in their upcoming budget proposals.

As we move towards this historic change in the juvenile justice system, I am optimistic and inspired by the hard work taking place across the state to ensure we are ready to serve this new population under Raise the Age. Juvenile Justice professionals look forward to building upon our strong foundation of success to expand our services to all children and families who need them, in support of a safer, stronger North Carolina for years to come.

William Lassiter, Deputy Secretary Division of Adult Correction and Juvenile Justice
2018 – The Year of Preparation

For Juvenile Justice, 2018 was a year of planning and preparation, for a milestone that in the years before 2017 had seemed unreachable: the increased age in juvenile jurisdiction, from age 16 to 18.

Following enactment in 2017 of ‘Raise the Age’ legislation, Deputy Secretary William Lassiter and a dedicated staff of professionals from every discipline within Juvenile Justice spent countless hours in 2018 working through the necessary logistics—many listed below—to prepare North Carolina’s juvenile system for implementation of Raise the Age on Dec. 1, 2019.

- Court Services successfully hosted/concluded a number of Community Awareness Forums in preparation for the Dec. 1, 2019, launch of Raise the Age. Stakeholders across all 100 counties included state, regional and local law enforcement; elected officials; legal professionals; social services staff and members of the general public. These sessions provided a grassroots opportunity for Deputy Secretary William Lassiter to explain the Raise the Age legislation and answer questions/concerns regarding its implementation.

- During spring 2018, Community Programs staff facilitated six regional training sessions on Raise the Age (in partnership with the North Carolina Association of Community-Based Alternatives for Youth) to engage Juvenile Crime Prevention Council local members, JCPC-funded program providers, state-contracted providers and other stakeholders.

- Court Services initiated an internal safety survey to understand and address concerns staff may have for handling the older population (16-17-years-old) when Raise the Age becomes daily operating procedure. Results from the survey facilitated discussions, centered upon additional needs for safety procedures/protocols/equipment, as well as a video series from Deputy Secretary William Lassiter discussing many of the staff concerns.

- In conjunction with local School Justice Partnerships, Community Programs developed a plan to support expansion of services to meet the needs of 16-17-year-olds via restorative justice programming as diversion and intervention programming resources. Additionally, they developed a two-tiered JCPC planning process to promote quick and responsive action to program development and capacity.
• To support Raise the Age strategic planning efforts, the Crisis and Assessment Center (Insight) model located at D Cottage on C.A. Dillon’s campus is relocating to E Cottage. Juvenile Community Programs has partnered with Central Engineering for planning and design renovation of E Cottage on Dillon’s Campus. Site completion is scheduled for September 2019.

• Community Programs worked with the Re-entry/Step-down workgroup to explore the establishment of an evidence-based, residential reentry and vocational service model to meet the needs of the older juvenile population that will join us Dec. 1, 2019. A total of 10 different program models were garnered from the RFP that was developed.

• The section’s Allocation & Strategic Planning workgroup, focused upon the JCPC allocation formula to address how JCPC funds should be distributed across North Carolina’s 100 counties in anticipation of the increased need for JCPC funding to serve the incoming 16 and 17-year-old population.

• Health Services completed a major review and revision to the Medication Administration Training Curriculum for Direct Care Staff. This training has now been reformatted for LMS and offers 24/7 access to training and review for staff and supervisors. The outcome has been consistent, accessible training and guidance to center direct care staff in the administration of oral medications (at times when a RN is not available or on campus). With the anticipated increase in older youth (likely with additional medications) this was a labor-intensive project, but critical to have in place moving forward.

• Health Services is currently in discussions with a university medical school to provide services and a clinical site for residents when the C.A. Dillon facility reopens in early 2020.

• Facilities Operations spent a significant amount of time and effort in 2018 developing a strategy to provide the additional beds needed to house the older population coming with the increased age of juvenile jurisdiction. Rehabbing and reopening currently closed youth facilities, contracting with county detention centers around the state and building new facilities, are among the many options they explored.

• Increasing educational and vocational opportunities and partnerships, designed to provide the emerging adult population a post-release avenue for reentry into communities (and the workforce) statewide, was a high priority item for Facilities Operations in 2018.
The progress made in the year running up to implementation of the new law came as the dedicated staff of Juvenile Justice continued a commitment to excellence in serving children connected to the juvenile justice system.

## Community Programs

- Collaborated with DHHS staff in a strategic planning process to develop a sustainability plan for a statewide, positive parenting skills intervention program (Triple P). This program will help reduce family risk factors for child maltreatment by addressing both youth behavioral issues and providing needed parenting skills. This program exhibits the potential to significantly reduce many factors that contribute to juvenile offenses. If successful, the program will provide statewide services, so all North Carolina families would have access.

- Completed phase I of coding in NCALLIES to support electronic communication with the North Carolina Accounting System (NCAS). This system now supports electronic email notifications to Community Programs and accounts payable staff at various points of data review and approval. Users are now able to create summary documents and reports through the greater ease of data transference.

- Quality of Service, an element of SPEP scoring was completed in Fall 2018 for all state level contracts. SPEP implantation calls for full integration of SPEP into all Community Programs evaluation and monitoring practices.

## Results First Initiative

Began working with the Pew-MacArthur Results First Initiative, a project of the Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation, to implement benefit-cost analysis for state decision-makers. Findings will help direct resources to programs that work.

- The Office of State Budget and Management (OSBM) serves as the lead agency coordinating Results First process implementation, while Juvenile Justice aggregates and analyzes the data.

- Juvenile Justice leadership and program staff, along with OSBM representatives, have begun the process of moving through a structured four-step process to identify evidence-based programs that yield returns on the investment of state dollars. The four-step process includes: 
  1. creation of an inventory of currently funded contractual programs; 
  2. matching programs to available evidence; 
  3. conducting benefit-cost analysis to determine return on investment; 
  and 4. analyzing results and informing stakeholders.

- This initiative works well in concert with service matching, whereby a juvenile’s individual risk and needs are matched with programs that experience the lowest recidivism rates/best outcomes for youth. By taking into consideration the needs of the juvenile, and the effectiveness of the program, Juvenile Justice can better serve public safety through effective policies and results.
Community-based programs offered successful alternatives to commitment for high-risk youth. JCPC programs served 21,248 youth last year.

At-Risk Recidivism Rate: 21%
3-years post-admission

By Area
- Eastern: 3,333 (16%)
- Central: 6,745 (32%)
- Piedmont: 6,342 (30%)
- Western: 4,828 (23%)

By Sex
- Male: 13,975 (66%)
- Female: 7,263 (34%)
- Unknown: 10 (<1%)

By Race/Ethnicity
- Black or African-American: 4,828 (23%)
- Hispanic/Latino: 7,457 (35%)
- White: 3,76 (2%)
- Asian: 274 (1%)
- American Indian or Alaska Native: 38 (<1%)
- Two or More Races: 2,535 (12%)
- Native Hawaiian or Other Pacific Islander: 2,535 (12%)
- Unknown: 394 (2%)

By Age
- <=10: 1,748
- 11-13: 6,375
- 14-15: 8,944
- >=16: 4,181

By Court Status
- Court-involved: 4,181 (52%)
- No involvement: 3,043 (48%)

JCPC Data
### Most Prevalent Diagnoses within contract residential population

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma-and-Stressor-Related Disorder</td>
<td>16%</td>
<td>57%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Depressive Disorder</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Conduct Disorder</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Cannabis-Related Disorder</td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td></td>
<td>35%</td>
</tr>
</tbody>
</table>

**JCPC Youth Served by Program Type**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restitution/Community Service</td>
<td>5,071</td>
</tr>
<tr>
<td>Interpersonal Skill Building</td>
<td>3,993</td>
</tr>
<tr>
<td>Teen Court</td>
<td>3,279</td>
</tr>
<tr>
<td>Juvenile Structured Day</td>
<td>1,495</td>
</tr>
<tr>
<td>Tutoring/Academic Enhancement</td>
<td>1,358</td>
</tr>
<tr>
<td>Parent/Family Skill Building</td>
<td>1,147</td>
</tr>
<tr>
<td>Assessments</td>
<td>842</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>752</td>
</tr>
<tr>
<td>Mentoring</td>
<td>637</td>
</tr>
<tr>
<td>Experiential Skill Building</td>
<td>562</td>
</tr>
<tr>
<td>Meditation/Conflict Resolution</td>
<td>540</td>
</tr>
<tr>
<td>Temporary Shelter Care</td>
<td>308</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>303</td>
</tr>
<tr>
<td>Runaway Shelter Care</td>
<td>250</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>177</td>
</tr>
<tr>
<td>Home-Based Family Counseling</td>
<td>156</td>
</tr>
<tr>
<td>Vocational Skills</td>
<td>107</td>
</tr>
<tr>
<td>Sexual Offender Treatment</td>
<td>84</td>
</tr>
<tr>
<td>Group Home Care</td>
<td>80</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>77</td>
</tr>
<tr>
<td>Specialized Foster Care</td>
<td>28</td>
</tr>
<tr>
<td>Temporary Foster Care</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,248</strong></td>
</tr>
</tbody>
</table>
### Program Funding

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCPC Funds</td>
<td>21,248</td>
</tr>
<tr>
<td>Community-Based Contractual Services</td>
<td>510</td>
</tr>
<tr>
<td>JCPC Alternatives to Commitment Programs</td>
<td>157</td>
</tr>
<tr>
<td>Residential Contractual Services</td>
<td>712</td>
</tr>
<tr>
<td>JCPC Level II Dispositional Alternative</td>
<td>289</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,916</strong></td>
</tr>
</tbody>
</table>

### Contract Residential Facilities

<table>
<thead>
<tr>
<th>Residential Program</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis and Assessment Centers (Bridges, Insight and Western Area Multipurpose)</td>
<td>302</td>
</tr>
<tr>
<td>Eckerd Short-Term Residential Program</td>
<td>225</td>
</tr>
<tr>
<td>WestCare Female Residential</td>
<td>56</td>
</tr>
<tr>
<td>Multipurpose Group Homes</td>
<td>102</td>
</tr>
<tr>
<td>Craven and North Hills Transitional Homes</td>
<td>27</td>
</tr>
<tr>
<td><strong>Residential Total</strong></td>
<td><strong>712</strong></td>
</tr>
</tbody>
</table>

### JCPC Youth Served by Legal Status

<table>
<thead>
<tr>
<th>Legal Status</th>
<th>Youth Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjudicated Delinquent Disposition Pending</td>
<td>158</td>
</tr>
<tr>
<td>Adjudicated Undisciplined Disposition Pending</td>
<td>108</td>
</tr>
<tr>
<td>Commitment</td>
<td>18</td>
</tr>
<tr>
<td>Continuation Services</td>
<td>20</td>
</tr>
<tr>
<td>Court Counselor Consultation</td>
<td>389</td>
</tr>
<tr>
<td>Deferred Prosecution</td>
<td>356</td>
</tr>
<tr>
<td>Diversion Plan/Contract</td>
<td>4,338</td>
</tr>
<tr>
<td>Interstate Compact for Juveniles (ICJ)</td>
<td>5</td>
</tr>
<tr>
<td>N/A – No Juvenile Justice Involvement</td>
<td>10,562</td>
</tr>
<tr>
<td>Petition Filed</td>
<td>550</td>
</tr>
<tr>
<td>Post Release Supervision</td>
<td>34</td>
</tr>
<tr>
<td>Probation</td>
<td>4,438</td>
</tr>
<tr>
<td>Protective Supervision</td>
<td>272</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,248</strong></td>
</tr>
</tbody>
</table>
2018 marked the lowest juvenile crime rate since North Carolina began reporting juvenile data.

16.18 complaints per every 1,000 kids in the state of North Carolina.

Court Services

- Hosted the National Partnership of Juvenile Services (NPJS) National Conference in Greensboro. Juvenile justice professionals from around the globe attended and shared ideas and solutions on a number of topics.

- Involved in creating a pilot program to develop better communication and collaboration between Juvenile Justice and Community Corrections. The joint group will develop shared assessment, intervention and programming plans for youth who are involved in juvenile justice and have a parent/guardian involved in the adult system. This initiative goes live in 2019 across several counties including Gaston, Durham, Nash, Edgecombe and Wilson.

2018 Juvenile Complaints

Juveniles can receive multiple outcomes (e.g., a complaint that was originally diverted, could later result in being approved for court). In 2018, these scenarios led to a juvenile count for the “APPROVED FOR COURT,” “DIVERTED” and “CLOSED” classifications to total 11,136 youth, with 23,580 filed complaints.
Juvenile Offenses and Complaints

Top 10 Juvenile Offenses of 2018

<table>
<thead>
<tr>
<th>Offense</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Assault (M)</td>
<td>2,585</td>
</tr>
<tr>
<td>Larceny (M)</td>
<td>1,300</td>
</tr>
<tr>
<td>Disorderly Conduct at School (M)</td>
<td>1,166</td>
</tr>
<tr>
<td>Communicating Threats (M)</td>
<td>1,057</td>
</tr>
<tr>
<td>Truant &lt;16 (Status)</td>
<td>943</td>
</tr>
<tr>
<td>Simple Affray (M)</td>
<td>925</td>
</tr>
<tr>
<td>Breaking and/or Entering (F)</td>
<td>839</td>
</tr>
<tr>
<td>Break or Enter a Motor Vehicle (F)</td>
<td>702</td>
</tr>
<tr>
<td>Injury to Real Property (M)</td>
<td>671</td>
</tr>
<tr>
<td>Resisting Public Officer (M)</td>
<td>566</td>
</tr>
</tbody>
</table>

Percentage of School-Based Complaints

The number of school-based complaints have dropped significantly from 16,097 to 10,453, a 35% decrease.

Top 10 School-Based Offenses of 2018

<table>
<thead>
<tr>
<th>Charged Offense</th>
<th>Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Assault (M)</td>
<td>1,546</td>
</tr>
<tr>
<td>Disorderly Conduct at School (M)</td>
<td>1,166</td>
</tr>
<tr>
<td>Truant &lt;16 (Status)</td>
<td>943</td>
</tr>
<tr>
<td>Simple Affray (M)</td>
<td>876</td>
</tr>
<tr>
<td>Communicating Threats (M)</td>
<td>731</td>
</tr>
<tr>
<td>Larceny (M)</td>
<td>366</td>
</tr>
<tr>
<td>Simple possession schedule VI controlled substance (M)</td>
<td>333</td>
</tr>
<tr>
<td>Making a false report concerning a threat of mass violence on educational property (M)</td>
<td>330</td>
</tr>
<tr>
<td>Weapons on educational property/aid (M)</td>
<td>323</td>
</tr>
<tr>
<td>Assault government official/employee (M)</td>
<td>291</td>
</tr>
</tbody>
</table>
Complaints

By Sex

- Male: 5,803 (25%)
- Female: 17,777 (75%)

By Race

- Black or African-American: 2,360 (10%)
- Hispanic/Latino: 12,147 (52%)
- White: 7,971 (34%)
- Asian: 610 (3%)
- Two or More Races: 690 (3%)
- American Indian or Alaska Native: 61 (1%)
- Native Hawaiian or Other Pacific Islander: 61 (1%)
- Unknown: 5,803 (25%)

By Offense Group

- Violent: 2,301 (10%)
- Serious: 6,106 (26%)
- Minor: 14,173 (60%)
- Status: 815 (4%)

By Age

- <=10: 1,138
- 11: 972
- 12: 2,278
- 13: 3,850
- 14: 6,729
- 15: 8,207
- 16: 271
- 17: 135

Gang-Affiliated Youth Trends

- 2010: 1,842
- 2011: 1,573
- 2012: 1,390
- 2013: 1,323
- 2014: 1,238
- 2015: 1,229
- 2016: 1,183
- 2017: 1,173
- 2018: 1,054

- Gang-affiliated youth (member or associate) (8.7%)
- % Gang-affiliated youth (member or associate) (7.3%)
Facilities Operations

- Facilities Operations worked with Mosely Architects, State Engineering, Rockingham County officials and Reidsville city planning to work through the site acquisition, rezoning and site planning processes necessary to construct the new YDC in Reidsville.

- Facilities Operations helped develop the LGBTQI policy to be implemented in juvenile facilities statewide and successfully completed several PREA audits.

- Facilities and staff around the state continued to develop meaningful outreach relationships within their local communities this past year. These offered students the opportunities to participate in events with organizations such as Cabarrus Victims Assistance Network (CVAN) and the Carolina Panthers.

- The “Electronic Room” app was developed and implemented by Lenoir Youth Development Center’s Chaplain James Cavanaugh in 2018. The app aids staff in meeting standards for student room checks by providing accurate tracking and sleep log data to assist with ensuring juvenile safety and policy compliance.

- Lenoir YDC successfully initiated its foster grandparent program in 2018. Offered through the Greene Lamp Community Action Agency in Kinston, the program assigned two seniors, one male and one female, to serve as “grandparents” (volunteers) to exceptional or special needs children and provides one-on-one assistance based upon the needs of the youth.

- Stonewall Jackson YDC established a partnership with the Lowe’s Hardware flagship store in Huntersville, resulting in the donation of hundreds of plants and materials to the horticulture/aquaponics program. Another partnership with the Cabarrus County Master Gardener’s Club yielded a monetary grant and three to five weekly volunteers to work with the students in this program. Stonewall Jackson has also established a partnership with the Energy & Environment Innovation Foundation LLC, (in conjunction with 100 Gardens and Metrolina Greenhouses Inc.) to develop a certification program in greenhouse management for students wishing to pursue these credentials.
• Stonewall Jackson’s Kennel Management program graduated six students in its PAWS Group (Partnering Animals with Students), a collaboration with an LMHC. PAWS Group is an empowerment focused therapy group combining pet therapy, cognitive behavior therapy and art therapy to help students improve social skills, develop healthy self-esteem, increase students’ empathy for animals (and people) and offer acceptance/encouragement for students who struggle to develop healthy relationships with peers.

• Three students at Lenoir Youth Development Center earned WorkKeys National Career Readiness Certificates in 2018. The process takes approximately three months to complete, with two students earning bronze-level certificates and one student earning a silver-level certificate. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.

• At Stonewall Jackson YDC, students in the Kennel Management program crafted (from-scratch) Knot Fleece blankets for our “Blankets for PAWS” group. The blankets were donated to the Foster Animal Hospitals Rehabilitation Program; the Humane Society of Concord & Greater Cabarrus; and Cabarrus County Animal Control; to promote compassion, understanding, responsibility, human-animal bonding, and a commitment to help animals in need.

### Juvenile Secure/Temporary Custody Rate Trends in North Carolina

#### Youth Development Center Commitments 2010-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>357</td>
</tr>
<tr>
<td>2011</td>
<td>307</td>
</tr>
<tr>
<td>2012</td>
<td>216</td>
</tr>
<tr>
<td>2013</td>
<td>219</td>
</tr>
<tr>
<td>2014</td>
<td>202</td>
</tr>
<tr>
<td>2015</td>
<td>217</td>
</tr>
<tr>
<td>2016</td>
<td>179</td>
</tr>
<tr>
<td>2017</td>
<td>187</td>
</tr>
<tr>
<td>2018</td>
<td>192</td>
</tr>
</tbody>
</table>

#### Detention Center Admissions 2010-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>6,246</td>
</tr>
<tr>
<td>2011</td>
<td>5,170</td>
</tr>
<tr>
<td>2012</td>
<td>4,012</td>
</tr>
<tr>
<td>2013</td>
<td>3,421</td>
</tr>
<tr>
<td>2014</td>
<td>3,238</td>
</tr>
<tr>
<td>2015</td>
<td>3,229</td>
</tr>
<tr>
<td>2016</td>
<td>2,749</td>
</tr>
<tr>
<td>2017</td>
<td>2,742</td>
</tr>
<tr>
<td>2018</td>
<td>2,380</td>
</tr>
</tbody>
</table>
### Juvenile Facilities Population Data

#### Average Daily Population

**Youth Development Centers and Detention Centers**

An illustration of the average daily occupancy rate for juvenile facilities over the last nine years.

<table>
<thead>
<tr>
<th>Facility Types</th>
<th>Facility</th>
<th>Capacity</th>
<th>ADP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Development Centers</strong></td>
<td>Chatham</td>
<td>32</td>
<td>30.00</td>
</tr>
<tr>
<td></td>
<td>Lenoir</td>
<td>44</td>
<td>31.30</td>
</tr>
<tr>
<td></td>
<td>Edgecombe</td>
<td>44</td>
<td>35.60</td>
</tr>
<tr>
<td></td>
<td>Stonewall Jackson</td>
<td>128</td>
<td>101.70</td>
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<tr>
<td><strong>Juvenile Detention Centers</strong></td>
<td>Alexander</td>
<td>24</td>
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<tr>
<td></td>
<td>Cabarrus</td>
<td>30</td>
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<td></td>
<td>Cumberland</td>
<td>18</td>
<td>15.29</td>
</tr>
<tr>
<td></td>
<td>New Hanover</td>
<td>18</td>
<td>12.31</td>
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<tr>
<td></td>
<td>Pitt</td>
<td>18</td>
<td>14.72</td>
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<td>Wake</td>
<td>24</td>
<td>15.36</td>
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<tr>
<td><strong>County-Operated Juvenile Detention Centers</strong></td>
<td>Durham</td>
<td>14</td>
<td>8.93</td>
</tr>
<tr>
<td></td>
<td>Guilford</td>
<td>44</td>
<td>31.85</td>
</tr>
</tbody>
</table>
Clinical Services

- A team from Clinical Services completed a three-session training program on promoting organizational change to become trauma-responsive. The training defined terminology and provided guidelines for developing YDC-based guide teams to lead change to become more trauma-responsive within our youth facilities. The team subsequently developed and implemented a safety survey for YDC staff, which assesses four categories of safety: physical safety, psychological safety, social safety and moral safety.

- Our team of licensed mental health clinicians provided trauma-focused, evidence-based mental health treatment services to nearly 70 youth through SPARCS groups, and to 33 youth through individual treatment within the TF-CBT modality. These services provided opportunities, support and guidance for youth to develop skills needed to recognize, tolerate and recover from extreme distress, to improve self-awareness of sensations and bodily states and emotion regulation, and to improve interpersonal and self-management skills.

- Recognized by the Office of Juvenile Justice and Delinquency Prevention as a grantee that has done an exemplary job toward juvenile justice system enhancements, Dr. Jean Steinberg, director of NC’s Second Chance Act Juvenile Reentry System Reform Grant, was invited to participate on four-person panel during a full day “Promising Practices Convening” at OJJDP headquarters in Washington, D.C.

![Most Prevalent Diagnostic Categories within the YDC population](image-url)
Health Services

- Amended Health Services policy, procedures, forms and consents following a full review of health care services operations with input from nurses, human services coordinators, center directors/staff and staff from Court Services and Community Programs. Health Services also added data collection around chronic illness in the residential juvenile population to monitor the impact of chronic illness on the system.

- Realized a reduction in psychiatric care costs by transitioning to telehealth at three juvenile locations. National research shows youth respond well to telehealth for all aspects of health care delivery, and outcomes have provided the same level of quality care as to the on-site services the section has historically provided. Additionally, unscheduled access and contact, based on unforeseen juvenile issues, has been more accessible with the telehealth initiative.
Education

- Twenty students passed all five sections (Reading, Writing, Math, Science and Social Studies) of the HiSet assessment to obtain their high school equivalency diplomas while enrolled in a YDC school. One student transitioned back to his community, is searching for a job and is scheduled to begin community college in spring 2019. A total of 167 HiSet section tests were taken and 81% of these tests were passed. Approximately 30% of test scores were at the College and Career Ready level. Students enrolled in traditional middle school or high school courses earned credit for 88% of the classes. Approximately 90% of students were promoted to the next grade level.

- Forty-eight students at Stonewall Jackson YDC received training through the horticulture and greenhouse operations program, with several working toward a Master Gardener certification or a certification in greenhouse management.

- Youth from the Chatham YDC collaborated with the UNC-Greensboro Music Program on a pilot string ensemble program. Under the guidance of Bethany Uhler (Ph.D. student) the youth have been learning to read sheet music and play classical stringed instruments (violin, viola, cello).

- Six students from Stonewall Jackson YDC competed in the annual mathematics competition against high school students from across the state. Sponsored by the North Carolina Council of Teachers of Mathematics (NCCTM), two students from the facility captured both the first and third place awards in the Western Regional, advancing them to the state level. After presenting their projects to the panel of judges (university professors), one youth claimed second place overall in the state.

- Stonewall Jackson YDC piloted a vocational training program, C-Tech, with five students. These students learned skills in copper cabling and telecommunications. All five students mastered the material and earned an industry-recognized certification.

### High School Credits Earned by Content Area

- 88% of all high school courses were successfully completed and students earned credit toward graduation.
- Four students were eligible for graduation and obtained a high school diploma.
- 92% of middle school courses were successfully completed.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>2017-2018</th>
<th># Credits Earned</th>
<th>% Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>180</td>
<td>84%</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>248</td>
<td>90%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>216</td>
<td>87%</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>259</td>
<td>91%</td>
</tr>
<tr>
<td>CTE</td>
<td></td>
<td>36</td>
<td>84%</td>
</tr>
<tr>
<td>Other Elective</td>
<td></td>
<td>48</td>
<td>91%</td>
</tr>
</tbody>
</table>
2017-18 student outcome and implementation data for Juvenile Education Services

- Approximately 75% of students entered YDC in the ninth or 10th grade
- Approximately 40% of students were repeating a grade level at time of admission to a YDC (approximately 80% of these students were repeating ninth grade)

Nutrition

- In September 2018, Pitt JDC and Chatham YDC participated in a “Reaping the Harvest” program whereby juveniles and staff planted, tended and harvested fruit (watermelon and cantaloupe) and vegetables (cucumbers, tomatoes and green peppers) from their on-site garden. These harvested fruits and vegetables were incorporated into meals and healthful snacks for the juveniles at the facility.
- Throughout the year, Stonewall Jackson youth in the Horticulture and Aquaponics Program grew and harvested more than a ton of fresh produce used by the cafeteria staff to meet the facility’s nutritional goals.
- Child Nutrition Services staff members achieved the following ServSafe certifications throughout the year:
Department of Information Technology

- The primary focus of the NCDPS Juvenile Justice DIT team in 2018 was development of the NC-JOIN v.2 application, the N.C. Juvenile Online Information Network. This extensive overhaul of the web-based application’s existing platform was undertaken to facilitate major improvements in data quality, reporting and statistical purposes.

- With the need for enhanced data driven decision-making, the IT section was also asked to provide a better visualization tool than Pentaho, which had been used since 2003. Sisense was awarded the bid (May RFP) in August 2018 and has been providing the enhanced solution Juvenile Justice sought.

FY 2018 Appropriations

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Education Services</td>
<td>$6,496,465</td>
</tr>
<tr>
<td>Youth Treatment Services</td>
<td>$16,196,050</td>
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<tr>
<td>Youth Detention Services</td>
<td>$13,682,025</td>
</tr>
<tr>
<td>Youth Development Services</td>
<td>$17,233,117</td>
</tr>
<tr>
<td>Administration/Transportation</td>
<td>$3,797,055</td>
</tr>
<tr>
<td>Juvenile Court Services</td>
<td>$36,733,381</td>
</tr>
<tr>
<td>Juvenile Crime Prevention Council (JCPC)</td>
<td>$22,745,217</td>
</tr>
<tr>
<td>Community Programs Services</td>
<td>$20,341,984</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$137,225,294</strong></td>
</tr>
</tbody>
</table>
Juvenile Justice has 1,294 employees. 1,007 of those are certified staff working within Court Services or Facilities Operations.
Section Awards and Recognition

District 11 Chief Court Counselor Marsha Woodall; District 27 Court Counselor John Pollard; and Nicole Hawkins, Casework Associate II from Cumberland Juvenile Detention Center each received the 2018 NCDPS Badge of Excellence Award.

Six Court Services professionals graduated from the North Carolina state employee Certified Public Manager (CPM) program: LaQreshia Bates-Harley, Miguel Pitts, Lance Britt, Tracy Arrington, Russell Price, and Dianne Whitman.

Beverly Cash of Alexander Juvenile Detention Center, won a plaque and was the second place state winner and Tena Sonko of Cumberland Juvenile Detention Center, won a plaque in the 2018 Golden Key Achievement Awards. The Golden Key Achievement Award program is a set of criteria designed to honor and recognize accomplishments of school cafeterias across North Carolina who are maintaining high standards in their school nutrition programs. Additionally, both individuals earned USDA Best Practices Awards for 2018.
Juvenile Justice Central Office

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Mailing Address: 4212 Mail Service Center
Raleigh, NC 27699-4212
Main Phone: 919-733-3388

Deputy Secretary for Juvenile Justice:
William L. Lassiter

Director Juvenile Community Programs:
Cindy Porterfield

Director Juvenile Court Services:
Maxine Evans-Armwood

Director Juvenile Facility Operations:
Jim Speight

Director Juvenile Clinical Services and Programs:
Dr. Jean Steinberg

Director Juvenile Education Services:
Adam Johnson

For additional information, please visit our website at: www.ncdps.gov/juvenile-justice
GOALS
The School Justice Partnership (SJP) is a group of community stakeholders from schools, law enforcement, and the court system who develop and implement effective strategies to address student misconduct within the school system and the community rather than by a referral to the justice system. As the “convener,” the chief district court judge brings key stakeholders together and chairs meetings, but is an equal participant in the process. A successful SJP requires commitment from a diverse group of local leaders.

ABOUT
The North Carolina Commission on the Administration of Law and Justice recommended statewide implementation of SJP, which is an important component to the successful implementation of North Carolina’s Raise the Age legislation.

The School Justice Partnership North Carolina (SJP) program is managed by the North Carolina Judicial Branch’s Administrative Office of the Courts. sjp.nccourts.gov
School Justice Partnerships (SJP) are being developed throughout the state to keep kids in school and out of court. North Carolina’s 2017 Raise the Age law (S.L. 2017-57 § 16D.4.(aa)) authorizes the director of the North Carolina Administrative Office of the Courts (NCAOC) to establish policies and procedures for chief district court judges and local stakeholders to establish SJP systems to help reduce in-school arrests, out-of-school suspensions, and expulsions. Statistics show that contact with the juvenile justice system increases the likelihood that youth will reoffend. The SJP consequently seeks to reduce the use of exclusionary discipline practices, such as suspension, expulsion, and school-based court referrals, which push students out of school and into court.

Each SJP develops a Memorandum of Understanding (MOU) which establishes guidelines for addressing student misconduct without court or law enforcement involvement. Using a graduated response model, the Memorandum of Understanding (MOU) identifies age-appropriate graduated responses that increase in severity as misconduct persists.

Current exclusionary discipline practices push students out of school and into court for minor misconduct. In North Carolina, school-based referrals make up about 40% of the referrals to the juvenile justice system. Most of these referrals are for minor, nonviolent offenses. In the 2018–2019 school year, 93% of school-based referrals were for misdemeanors and status offenses.

Responding to student misconduct with exclusionary discipline produces negative outcomes for students and schools. Suspension and expulsion increase the risk that students will drop out of school, repeat a grade, and engage in future delinquent conduct. A single suspension can triple the likelihood that a student will enter the juvenile justice system.

Court involvement for minor misconduct increases the likelihood that youth will reoffend, and outcomes worsen with deeper involvement in the system. For example, confinement in a juvenile facility increases the risk that a youth will be rearrested as an adult.

For some students, a school-based referral can lead to a permanent criminal record, which creates barriers to college financial aid, employment, housing, and military eligibility.

Exclusionary discipline practices disproportionately impact certain groups of students. Youth of color are 2.5 times more likely to be referred to juvenile court and 1.5 times more likely to be placed in secure confinement than white youth. African-American students are 26% of the overall student population, but receive 57% of suspensions.

Students with disabilities are 13% of the overall student population, but receive 24% of short-term suspensions and 22.5% of long-term suspensions. Male students are roughly half of the overall student population, but receive 73% of short-term suspensions and 80% of long-term suspensions.

SJP systems produce better outcomes for students and schools by implementing evidence-based discipline strategies that keep kids in school and improve academic achievement. Chief Judge Steven Teske of Clayton County, Georgia, implemented an SJP in 2004 that has produced positive results, including:

- 83% decrease in referrals to juvenile court
- 43% decrease in referrals of youth of color to juvenile court
- 24% increase in graduation rates

Following the Teske model, New Hanover County implemented an SJP in November 2015 that has resulted in a 67% decrease in school-based referrals since the 2013–2014 school year.

SJPs in Texas and Connecticut based on the Teske model also have produced positive results.

- Early results in Texas showed a 27% decrease in referrals, and two sites in Connecticut experienced reductions of 59% and 87%, respectively.

NCAOC will provide guidance and support to local stakeholders to facilitate the statewide implementation of SJPs.

A collaborative workgroup has completed the development of an “SJP Toolkit” for chief district court judges to convene local community stakeholder groups. The SJP Toolkit provides resources needed to implement an SJP and adopt an SJP Memorandum of Understanding (MOU) setting out appropriate responses to student misconduct. To learn more about School Justice Partnership North Carolina, visit SJP.nccourts.gov.
I. Introduction

Schools and law enforcement share responsibility for school safety and must work together with complimentary policies and procedures with the goal of a safe learning environment for everyone. This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, efficiently utilize alternative support services and reduce involvement of law enforcement and court agencies for minor misconduct at school and school-related events. While this Agreement deals with the response to non-emergency school disruptions, the parties hereto also acknowledge the importance of cooperation between school officials and law enforcement in response to emergency and safety issues.

The parties agree to the following principles upon which this agreement is founded.

A. The vast majority of student misconduct can be best addressed through classroom, in-school, family and community strategies and maintaining a positive climate within schools rather than by involvement of the justice community.

B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student, the nature and severity of the incident and the impact of the conduct on the learning environment.

C. Students should be held accountable for their actions. When appropriate, a graduated response to minor misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior should be used.

D. Disruptive students, who do not commit more serious offenses, should receive appropriate redirection and support from in-school and community resources prior to the consideration of the involvement of the law enforcement, or referral to court. This does not excuse compliance with mandatory reporting laws and policies.

E. Clarifying the responsibilities of school and law enforcement personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

F. Implementation of this plan will require regular meetings, multi-disciplinary trainings, annual evaluation of the plan, and an ongoing commitment to fostering the relationships that are the foundation of this agreement. The parties acknowledge that this agreement shall not inhibit, discourage or prevent individual victims of student misconduct from initiating criminal or juvenile charges against students, when they believe it is appropriate to do so, nor shall it affect the prosecution of such charges.
G. This agreement is primarily focused on criminal or juvenile charges against students and shall not prevent or inhibit the disciplinary reassignment, suspension or expulsion of students, when appropriate, by Principals, the Superintendent of the New Hanover County Schools or the New Hanover County Board of Education, when they deem it to be appropriate and in accordance with State law and the Policies of the New Hanover County Board of Education. It shall not be necessary to implement a graduated response before students may receive a disciplinary reassignment, suspension or expulsion, when appropriate, in the discretion of school officials.

H. The parties agree that SROs are employees of either the City of Wilmington or New Hanover County and are not agents of the New Hanover County Board of Education. Nothing in this agreement shall be construed to make the New Hanover County Board of Education, its Board Members, employees or agents, liable for the acts or omissions of any SRO or other law enforcement officer.

I. To the extent that this agreement conflicts with any applicable law or regulation, the applicable law or regulation shall control.

J. Violations of this agreement shall not give rise to or be construed as creating a cause of action by any person against any party to this agreement or their employees or agents, nor shall such violations be considered negligence per se.

K. Nothing in this agreement shall be construed as increasing the common law standard of care owed by the parties, or any of them, to any person. This agreement shall not be construed as to confer any additional benefit or right on students above what is owed to them by the New Hanover County Board of Education under the Individuals with Disabilities Education Act (as amended), Section 504 of the Rehabilitation Act or other law or regulation.

L. No person is a third party beneficiary of this agreement.

M. All parties to this agreement shall comply with the requirements of the Jessica Lunsford Act, as enacted in North Carolina.

II. Terms of the Agreement

A. Summary of Key Points

The parties agree to:

1. Convene a Progress Monitoring Team for the purpose of monitoring and oversight of the Inter-Agency Governance Agreement on the Handling of School Offenses when it is implemented.
2. Share this agreement with a copy to all school and law enforcement personnel;
3. Provide necessary and regular staff training on implementation of the agreement;
4. Thoroughly investigate student misbehavior and, when appropriate, put into practice a graduated response prior to referral to court;
5. Clarify the role of the School Resource Officer (SRO) and law enforcement in schools;
6. Monitor implementation of the agreement;
7. Collect data and assess the effectiveness of the agreement;
8. Modify the agreement as appropriate and review at least annually;
9. Assemble a threat assessment team in the event warning signs of serious behavior appear.
B. Key Factors in Making Disciplinary Decisions

The parties agree that when determining consequences for students’ disruptive behavior all relevant factors, including but not limited to the following factors shall be considered, if information on the factors is available.

1. Age, health, risks, needs and disability or special education status of the student.
2. Intent, context, prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student’s willingness to repair the harm.
5. Parents’ willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.
7. The effect on the educational environment by the student’s continued presence in school.

The parties agree that when determining consequences for students’ disruptive behavior that race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family will NOT be considered.

C. Graduated Response Model to Minor Infractions

Classroom Intervention - The classroom teacher has always played a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code and shaping school climate in the classroom. As such, this model begins with a range of classroom management techniques that should be implemented for minor classroom infractions prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations and violations of minor classroom rules. School Resource Officers (SROs) should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, moving seats and the teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level include repetitive patterns, defacing school property, truancy, threats, and minor behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include, but is not necessarily limited to, time in the office, in school suspension, redirection, after school detention, loss of privilege, reparation, and/or parent conference Referral to appropriate school or district social services may be justified.

School Based Team - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services may be appropriate. This intervention is managed by the school administrator with a school based team. The team should consist of individuals knowledgeable about the student including one or more teachers, administrators, support personnel, and when appropriate, family, the student and community members. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment belong at this level as well as
misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to community service or community based program, in-school suspension, out-of-school suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. School Resource Officers can be involved in their role on the school based team.

Law Enforcement Intervention - Only when classroom, school, family and community options have been found ineffective (or in cases of serious misconduct or an emergency) should the school involve law enforcement, including the SRO. Involvement of law enforcement does not necessarily mean arrest and referral to court. This intervention is managed by law enforcement. Behaviors at this level must be violations of criminal law. Law enforcement options may include verbal warning; written warning conference with the student, parents, teachers and/or others; teen court, and/or community agencies; community service, criminal charges, juvenile charges and referral to court.

School Based Graduated Response Model to Minor Infractions

Each school should develop their own school based graduated response model that fits their school’s needs and resources. The goal is to make sure all appropriate interventions, including positive interventions, have been pursued for every student before any involvement of law enforcement will be considered for minor student conduct violations. This chart is to help professionals at each level of intervention understand the type of options available to them. It is understood that when there is serious misconduct, including but not limited to conduct involving weapons, violence, sexual misconduct or drugs involved, there may be immediate law enforcement responses that are appropriate. Each school should develop their own chart since each school has different resources. Schools that utilize programs such as Positive Behavioral Interventions and Supports (PBIS) may already have a graduated response model in place. This graduated response model is a refined multi-tiered system of supports (MTSS).

At each level of intervention it should be assessed whether the Focused Acts (as defined below) are due to academic, mental health, or social issues. Note that many student behaviors could be a result of overlapping issues. For example, a student who is behind academically for not completing homework may be frustrated and acting out in class. But there also may be issues at home where the student is responsible for caring for younger siblings that could be addressed to help allow for homework time. A graduated response model encourages professionals to find student support solutions when possible. Repeated punishments may not be effective if there are significant underlying causes to student misbehavior and the student’s presence in school is not interfering with the learning environment. When discipline is warranted there should be efforts to make it logical and natural. For example, if a student defaces property they could be required to make repairs and reparations. If a student skips class, suspension is not logical since the student will miss even more class time. Instead, lunch detention to make up missing work, for example, may make more sense.
## Graduated Response Model Example (see Appendix B for more examples)

<table>
<thead>
<tr>
<th>Teacher/Classroom or School Interventions</th>
<th>Types of Behavior</th>
<th>Intervention Options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Dress code violations</td>
<td>Tier I and Tier II Interventions (see Appendix B)</td>
</tr>
<tr>
<td></td>
<td>• Isolated and minor acts of disobeying classroom behavioral expectations</td>
<td>• Redirection</td>
</tr>
<tr>
<td></td>
<td>• Not meeting academic expectations</td>
<td>• Journaling/Reflection</td>
</tr>
<tr>
<td></td>
<td>• Late to class</td>
<td>• Re-teaching, tutoring, differentiation</td>
</tr>
<tr>
<td></td>
<td>• Refusing to do work</td>
<td>• Moving seats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contacting parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School climate initiatives: Involvement with school wide interventions*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Referral to appropriate support personnel: school counselor, social worker, graduation coach, nurse, school psychologist+</td>
</tr>
<tr>
<td>Administrator/School or District Interventions</td>
<td>• Repeated behavior expectations violations</td>
<td>Tier II Interventions (see Appendix B)</td>
</tr>
<tr>
<td></td>
<td>• Truancy</td>
<td>• Referral to appropriate support personnel+</td>
</tr>
<tr>
<td></td>
<td>• Late to school</td>
<td>• In School Suspension with academic support and social skills training,</td>
</tr>
<tr>
<td></td>
<td>• Fighting</td>
<td>• Targeted interventions such as Why Try, STAE, Mind Up, Rape Crisis program, ABE Alternative Education Modules</td>
</tr>
<tr>
<td></td>
<td>• Sexting/social media (other than communicating threats)</td>
<td>• School Service Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If no improvement refer to School Based Team</td>
</tr>
<tr>
<td>Student Based Team/ District or Community Interventions</td>
<td>• Repeated school rule violations</td>
<td>Tier III Interventions (see Appendix B)</td>
</tr>
<tr>
<td></td>
<td>• Failure in classes</td>
<td>• Functional Behavioral Assessment (FBA) with Behavior Intervention Plan (BIP)</td>
</tr>
<tr>
<td></td>
<td>• Difficulty with behavior in multiple school settings</td>
<td>• Family Involvement Team and plan (FIT)</td>
</tr>
<tr>
<td></td>
<td>• Excessive absenteeism</td>
<td>• Multi-Tiered System of Support (MTSS) referral for academic and/or behavioral supports, Personal Education Plans (PEP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• McKinney–Vento considerations (homelessness)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Referral to targeted or intensive interventions ***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Out of school suspension should be avoided when possible and not used for absenteeism or tardies</td>
</tr>
<tr>
<td>Law Enforcement Interventions</td>
<td>• Weapons</td>
<td>Tier III Interventions (see Appendix B)</td>
</tr>
<tr>
<td></td>
<td>• Drugs</td>
<td>• Teen Court</td>
</tr>
<tr>
<td></td>
<td>• Battery</td>
<td>• Community Service</td>
</tr>
<tr>
<td></td>
<td>• Communicating Threats</td>
<td>• Judicial Justice System as last resort</td>
</tr>
</tbody>
</table>

+ This list is not exhaustive. Referral to appropriate support personnel: School counselor, social worker, graduation coach, nurse, school psychologist. At times, other personnel such as speech language pathologists or occupational therapists may be important resources for children. Some schools additionally house non-profit support personnel. Examples include Communities in Schools site coordinators and Wilmington Health Access for Teens has physical and mental health counselors.
* School-wide initiatives and School Climate initiatives. Character Education, Bullying prevention and response, classroom management, experiential learning, Peer Mediation Community service projects, Career Tech Ed, academic guidance and support, sports, clubs (goal setting, time management, self-discipline, team work...), PATHS, TGFV, GREAT
** Targeted supports for groups of students: Why Try, Striving to Achieve Excellence (STAE), Connect with Kids, Seven Habits of Highly Effective Teens, Mind-up, Connected Schools
*** Intensive Supports for individual students: Coastal Horizons Substance Abuse Interventions, CROSSROADS, Pathways, individual counseling, Special Education referral/IEP’s, Section 504 plans, Emergency Medical Plans, Lake Forest Academy, Access Day Treatment, Hospital- Homebound services, Health Department/Mental Health services, Learning Perspectives, WHAT, Community Crisis Response Team, ELEMENTS
Note: If the student ever expresses suicidal thoughts or there is evidence or reports of child abuse, neglect or self-injurious behavior those should be reported immediately.

D. Focused Acts

There are multitudes of ways students may act that subject them to discipline. Non-criminal conduct may subject a student to discipline and, in appropriate cases, trigger the implementation of the graduated response model.

The following is a list of minor criminal offenses that may occur in schools that would trigger implementation of the graduated response model. Each situation must still be evaluated as set out herein to address safety concerns, the learning environment for other students and whether the conduct suggests that more serious problems exist.

a. Affray (not involving serious physical injury or weapons and no heightened level of concern)
b. Simple Assault (not involving school personnel and no heightened level of concern)
c. Disorderly Conduct
d. Misdemeanor Larceny
e. Simple Possession of Marijuana (personal use)
f. Possession of Drug Paraphernalia (personal use, related to use of marijuana, and no evidence of sale)
g. Possession or smoking cigarettes or nicotine containing products including e-cigs, under age
h. Damage to property (real property or personal property, damage less than $1,000, no heightened level of concern)
i. Possession/Use of Alcohol

E. Law Enforcement (not SRO’s) Activity at Schools

The parties agree that non-SRO law enforcement officers need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

1. Law enforcement will endeavor to act through school administrators whenever they plan any activity on school grounds, when appropriate.

2. Law enforcement officers entering school grounds will be aware of the potential disruption of the educational process that law enforcement presence may cause.

3. Prior to entering a school to conduct an investigation, arrest or search, law enforcement officers will consider the necessity of such action based on:
   a. The potential danger to persons;
   b. The likelihood of destruction of evidence or other property;
   c. The ability to conduct the investigation, arrest or search elsewhere
d. Other factors relevant to law enforcement and public safety.
4. When taking a student into custody:
   a. Law enforcement officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises, when appropriate.
   b. Whenever possible and appropriate, students should be taken into custody out of sight and sound of other students.
   c. The safety of persons in the paramount concern and law enforcement officers shall not be limited by this agreement if in their professional judgment, students should be taken into custody on school premises or in the sight or sound of other students.

F. Role of the School Resource Officer (SRO)

The mission of the SRO is to improve school safety and the educational climate at the school, not to enforce minor incidents of school discipline or punish students. The SRO's presence on school campus is desirable to reduce the likelihood of weapons, drugs, and persons with the intent to commit harm from entering upon the campus or to attempt to disable persons with intent to harm and confiscate weapons and drugs that enter campus premises. This primary safety concern could be compromised when SROs are removed from campus to transport students on Focused Acts or when distracted on campus by students committing Focused Acts. Absent a real and immediate threat to student, teacher, or other school official, and absent the situations described herein where SRO intervention is deemed appropriate, the school administrators shall be responsible for the handling of situations and shall not direct an SRO to take action contrary to the terms, conditions, and spirit of this agreement and the role of the SRO that would result in the unnecessary filing of a juvenile petition, citation, or arrest.

G. Prerequisites to Filing a Juvenile Petition/Citation/Arrests

The parties agree that Focused Acts are considered school discipline issues to be handled by school officials and are not deemed criminal law issues warranting the filing of a juvenile petition or criminal citation unless the student has committed at least two (2) separate prior Focused Acts within the same school calendar year and each incident documented using the Warning Notice.

1. Warning Notice

The Warning Notice is a discretionary tool that is not required unless the SRO deems it just and appropriate. The SRO's discretion shall take into consideration certain factors that include but not limited to the student's overall discipline record, academic record, nature of the offense, display of remorse, attitude toward others, and the disciplinary action taken by the school administrator. Nothing in this agreement shall be construed to require or mandate the use of a Warning Notice upon the commission of a Focused Act. A Warning Notice shall not be issued without first consulting with an administrator to ascertain the disciplinary response of the administrator. The administrator's disciplinary response shall be given greater weight in mitigation of issuing a Warning Notice unless the nature of the act complained of and the needs of the student warrant additional action and/or services. The decision to issue a Warning Notice shall be made on a case by case basis using SRO discretion as described above. School administrators are prohibited from directing the SRO to issue a Warning Notice, cite or arrest a student, or file a juvenile petition. The SRO may apply verbal admonishments or counsel in lieu of a Warning Notice. The parties shall consult on the development of the Warning Notice.
2. Intervention

A commission of up to 2 Focused Acts in the same school year may result in a referral to a graduated program made available by the school, juvenile court, or community. SROs are not required to make a referral and may admonish and counsel or give another warning using the Warning Notice, or defer to the disciplinary action taken by the administrator.

A referral is made using the Warning Notice and forwarded to the School Based Team. If it is serious enough to warrant juvenile justice intervention or warrants criminal charges, the SRO follows appropriate procedures.

The commission of a third Focused Act in the same school year may result in the filing of a juvenile petition, or charge as an adult (16 and older) but is not mandated by this agreement. The SRO has discretion to take other action that includes deferment to the administrator's disciplinary action, admonishment and counsel, or a referral to a graduated response program.

3. Exigent Circumstances

The parties from their experience acknowledge that there may be situations that warrant removal of a student from the campus to maintain safety of other students and school staff or to prevent or stop disruptions to the learning environment.

The SRO and administrator shall always utilize least restrictive measures appropriate to the circumstances to remove a student from campus beginning with parental contact to retrieve their child.

Arrest and detention of a juvenile (student under 16 years of age) shall only take place in accordance with existing North Carolina Law.

4. Probation Exception

Under existing law a juvenile petition cannot be filed on a student who is serving probation under the supervision of the juvenile court without obtaining approval from the Division of Juvenile Justice and Delinquency Prevention. If a SRO has knowledge that a student 16 years of age or older is on adult probation, the SRO will make every effort to contact probation before charging on offenses within this Inter-agency Agreement.

5. Special Education and Section 504 Prerequisites

A juvenile petition or adult citation or warrant shall not be filed alleging a Focused Act against a student with an IEP or Section 504 Plan without first considering the student's IEP or Section 504 Plan and determining what actions are required under the IEP or Section 504 Plan to remedy the behavior or if the IEP or Section 504 Plan should be modified to assess the behavior giving rise to the conduct. If the SRO believes that a juvenile petition or adult citation or warrant is appropriate and the student has an IEP or Section 504 Plan, the SRO shall act immediately to bring the matter to the attention of the administrator to take appropriate steps in accordance with the IDEA/ADA and for the protection of the student's rights, and the rights of others, under the law.
6. **Bullying**

Written policies already exist in the New Hanover County Schools for response to bullying, consistent with the Safe Schools Act.

7. **Felony Offenses**

The parties acknowledge that some felony offenses may not warrant a juvenile petition due to the nature of the offense (e.g. no physical injury) coupled with the discretionary factors described above and the needs of the student, especially involving students diagnosed with Learning Disabilities (LD) and Emotional Behavioral Disorder (EBD). The parties agree that SROs are not mandated to refer a student to juvenile court on a petition or charge as an adult because the allegations are felonious. The SRO shall have the discretion to make the determination in consultation with the administrator.

The parties have acknowledged that it is in the best interests of the student to divert from criminal justice system when warranted to avoid the stigmatization of criminality. The parties further acknowledge that it is a best practice for SROs to refrain from unnecessary filings that would otherwise minimize SRO visibility and presence on school campus and diminish the effectiveness of the Positive Student Engagement Model supported by the parties.

The parties agree that in cases involving felony allegations that may warrant alternatives to filing a juvenile petition, the SRO may consult with the juvenile court intake supervisor for recommendations and/or direction.

8. **Diversion**

SRO’s are encouraged to utilize Teen Court as a diversion even though a case could be referred to court. SRO’s must contact the Teen Court Coordinator for approval. This is true even for offenses that have not been historically approved for Teen Court referral such as the misdemeanor weapon on campus offense.

9. **Arrest and Detention**

No student accused of a Focused Act shall be placed in a secure facility unless approved by a juvenile court intake officer and District Court Judge. If a student meets the criteria for filing of a juvenile petition, it is presumed that the student will be released to his parent, guardian, custodian, or relatives to be returned to his legal caretaker.

In accordance with the law, a judge or designee shall not detain a child unless the statutory factors for secure custody have been evaluated. The juvenile court employs a Detention Assessment Tool to determine the risk of re-offending on acts resulting in serious bodily injury, theft and property destruction.

In the case of criminal charges (age 16 and above), citations should be used unless safety and risk factors necessitate arrest and an initial appearance before the magistrate.
10. Treatment of Elementary Age Students

Generally, juveniles of elementary age do not possess the requisite knowledge of the nature of court proceedings and the role of the various players in the courtroom to assist his or her defense attorney and/or grasp the seriousness of juvenile proceedings, including what may happen to them at the disposition of the case. The parties agree that a juvenile petition or juvenile court intake shall not be filed on an elementary age student without first consulting with law enforcement officer. The tender age of elementary students demands that least restrictive measures be utilized to address the chronic disruptions of the student. The parties agree that elementary age students are not subject to these conditions, criteria, and agreements of this agreement and shall be handled in accordance to their age and state of mind.

11. Parents, Guardians and Private Service Providers

Parties to this Inter-agency Agreement encourage parents, guardians and private service providers to involve schools in the treatment plan of students. Wrap-around services are more effective when all of the professionals and service providers that work with a student share relevant information.

H. Data Sharing, Collection and Monitoring

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement.

Data Collection – on a quarterly basis, the following information will be collected. No identifying data should be included in the reports to protect student privacy and confidentiality.

School—number and types of disciplinary actions, numbers and demographics of students involved, referrals to law enforcement.

Law Enforcement—number and types of school incidents for which law enforcement incident reports are written, law enforcement actions on incidents.

Support Services- number and types of referrals, interventions/programs, outcomes.

Data Sharing- On a regular basis that should not exceed a month, any agency (school, law enforcement, social services, mental health, other services) that refers a student to another agency should request follow-up information to determine what actions have occurred. Information sharing agreements (Mutual Exchange of Information Form) should be requested from the parents so private agencies can also share information with the schools. Regular follow-up and data sharing is required for monitoring of individual student progress and determination of service needs.

For comparison purposes, the parties agree to retrieve the above data for a year prior to the signing of the agreement and quarterly after the signing of the agreement.

Progress Monitoring – on a regular basis and at least quarterly, parties acknowledge and agree that the Progress Monitoring Team composed of members from each stakeholder group (schools administration, school support services, school resource officers, law enforcement, mental health, researcher, community justice, community members, youth, service providers)
will meet to provide oversight of the agreement and review relevant data and analysis. Each year the Progress Monitoring Team will determine if changes to their memberships would be beneficial. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation. See Appendix C for team membership.

I. Duration and Modification of Agreement

This agreement shall become effective and shall remain in full force and effect for three years from its effective date. The agreement may be modified or extended at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.

__________________________
Don Hayes, Chairman, New Hanover County Board of Education

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Tim Markley, Superintendent, New Hanover County Schools

__________________________
J.H. Corpening, II; Chief District Court Judge

__________________________
Ben David, Prosecutor, 5th Judicial District

__________________________
Ed McMahon, Sheriff, New Hanover County

__________________________
Ralph Evangelous, Chief of Police, City of Wilmington

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Dan House, Chief of Police Wrightsville Beach

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Harry Humphries, Interim Chief of Police Carolina Beach

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Robert Speight, Chief Court Counselor, 5th District, Department of Public Safety

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Michelle Winstead, Director, New Hanover County DSS

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Leza Wainwright, CEO, Trillium