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An Analytical History of the Development of the Grand Prairie, Texas Police
Department's School Resource Officer Program Philosophy:
Does the Philosophy Work to Reduce and Prevent Juvenile Crime?

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ABSTRACT

The need for police assigned to secondary educational campuses to create a safe learning environment is without argument. Numerous articles can be found in unlimited quantities to support such a claim and philosophies and methods of coping with violent crime on secondary education school campuses are being and have been explored. One of the most popular and federally recognized strategies is the School Resource Officer Program funded through community oriented policing grants.

The Grand Prairie Police Department implemented a School Resource Officer Program in November of 1988 with the foresight that violent crime was increasing on school campuses. Under the Grand Prairie Police Department's philosophy of the School Resource Officer Program, can it be shown that it is effective in preventing and reducing juvenile crime on Grand Prairie Independent School District campuses?

To discover the answer to the above question, an in-depth analysis of the history and philosophy of the Grand Prairie Police Department program was necessary. This required interviews of personnel involved in the program from it's inception to date. A comparison of major juvenile crime statistics taken from the Uniform Crime Report will be performed to ascertain if juvenile crime has increased or decreased over a span of time. Research should include campus crime statistics, if available. The conclusion should reveal how effective the School Resource Officer Program is in Grand Prairie.

With violent crime on secondary educational school campuses increasing, the argument is not whether police on school campuses is necessary but what approach to take. This analysis will hopefully provide information on one approach that is successful.

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Introduction

"Learning is only possible in an environment that is free of violence and that encourages mutual respect, self-confidence, and cooperation. Society has a vested interest, opportunity, and obligation to create, monitor, improve and evaluate school-based prevention programs" (Johnson, 1999, 173).

It is very important to understand and recognize that the Grand Prairie Police Department's School Resource Officer program was implemented in November of 1988. This date is significant from a historical context due to the limited availability of information to plan, organize, and establish a School Resource Officer Program. Very little information on creating a successful School Resource Officer Program can be found that dates back to this time period. Other programs existed but availability of publications, written guidelines, or any articles mapping strategies for implementation were virtually non-existent. However, due to the recent phenomenon of rising violent juvenile crime on secondary educational school campuses, there has since been a flood of information. Publications from the mid 1990s to present are easier to find that address various strategies, methods and philosophies to create safe learning environments on secondary education school campuses. This includes the relatively recent approach and philosophy of Independent School District Police Departments.

It is not the objective of this research to prove that Independent School District Police Departments are better than School Resource Officer Programs or vice versa. That is debatable depending on whom you ask. According to Matthew J. Blakelock (2000) the better strategy for creating safe learning environments in the future is I.S.D. Police Departments. On the other hand, Bierwiller (1994) makes a strong argument against

I.S.D. Police Departments. He argues that traditional policing concepts are not enough to deal with the special environment of the school setting.

The purpose of this research is to ascertain the effectiveness of the "philosophy" of the Grand Prairie Police Department's School Resource Officer Program as it is related to preventing and reducing juvenile crime from a historical context. Forming an Independent School District Police Department was not an option in 1988 for the Grand Prairie Police Department. James J. Cleckley, Jr. (1996) points out school districts did not commission officers before 1984 because of controversy in the laws. However, in 1984, the Texas Attorney General issued opinion JM-219 defining that commissioned officers under the Education Code, Chapter 21 were in fact peace officers.

To discover the answer to the above question, an in-depth analysis of the history and philosophy of the Grand Prairie Police Department program was necessary. This required interviews of personnel involved in the program from it's inception to date. A comparison of major juvenile crime statistics taken from the Uniform Crime Report will be performed to ascertain if juvenile crime has increased or decreased over a span of time. Research should include campus crime statistics, if available. The conclusion should reveal how effective the S. R. O. Program is in Grand Prairie. In other words, the research will indicate a trend in successfully preventing and reducing juvenile crime. Evidence that would indicate a deficiency in preventing or reducing juvenile crime would be cause for police and school districts to consider other alternatives or philosophies.

Review of Literature

The laws were obscure and abstract about enabling school districts to form police departments in 1988. Both sides could present formidable arguments favoring SRO programs over I.S.D. police or vice versa but the objective could not be argued. The creation and commitment to a safe learning environment was the overwhelming priority. The "philosophy" of how to achieve a safe learning environment is the critical substance for success in either situation. Supporting this focus is Judy Wurtzel of the Learning First Alliance. Mrs. Wurtzel (2001) reports that the highest priority is the creation of safe and supportive learning communities where students thrive academically. This includes a safe social, emotional and ethical educational environment.

Since 1988, history has provided substantive justification for police on secondary educational school campuses. All across the nation horrific incidents involving juveniles on school campuses have been reported by the media. There is hardly a week that passes that the local or national news media does not report a major violent crime incident that has occurred on a school campus somewhere in the United States. School campuses at any level are no longer considered to be safe havens as they once were. Thus, a greater emphasis on the safety and welfare of children while at school has emerged out of necessity.

There are multiple reasons for the deterioration of safe school environments. Michael Bierwiller (1994) provides several excellent and logical causes. He explains that a major cause is the direct result of case law findings. These case laws specifically address the areas such as student rights to free speech, due process, and search and seizure. These cases allowed the filing of suits against principles that violated student's

rights. As a result, principals, fearing law suits, lost control in the schools. He adds that the strongest contributing factor is the lack of parental involvement and non-traditional family values.

This was not the case prior to the 1990's. As early as 1950, officers presented special programs on request such as bicycle safety and traffic safety. By the late 1950's the School Resource Officer concept evolved with a purpose to clarify many misconceptions by students about law enforcement officers. A triad approach was established with a focus on the establishment of a positive bond with the students, preventing violence in schools and addressing legal questions. (Huffman, 1995). Schools were still considered to be safe havens and the emphasis was on building positive rapport with students. The ugly violence and horrifying tragedies of future events that would occur in the 1990's were not imaginable.

Charles L. Grimes, Jr. (1999) focused his research on how to overcome the misconceptions of young adults about the police function on school campuses. He did this by implementing several different programs for student participation as a part of the overall philosophy that should be used in the Aldine I.S.D. Reflecting for a moment that the Grand Prairie S.R.O. philosophy was established in 1988, we see that Grimes, as late as 1999, determines a change in "philosophy" was needed to create a positive rapport with students to improve student's perception of the police department. This can be cited time and again.

Officer Hooper, who was one of the original S.R.O.s assigned to the Grand Prairie program and is still currently working that position stated that "The effects of juvenile

crime on campus' are predominantly felt on campus' but reaches out to the community also." Supporting this statement, Goldstein (1984) stated:

> "The school acting alone probably will have difficulty ameliorating the problem of violence, but the school is the crucial agent. Other agencies and institutions have neither the opportunity nor the focus and concentration of youth that the school has (202)."

In addition, the current superintendent of the G.P.I.S.D., Dr. Barbosa, in a personal interview, stated that schools are communities within a community and are mirror images of what is happening in our communities. He went on to say that students come to school and reflect what is going on in their homes. Acceptable and unacceptable behaviors learned at home are brought to the classroom. Social mores, instilled at home, are carried into the classroom. These perimeters are redefined in the classroom setting by the teachers according to school district's policies, rules and regulations. Dr. Barbosa explained that educators have an opportunity, if not an obligation, to instill in students a strong sense of their future obligation to become productive citizens in our society.

The educational dichotomy, therefore, is weighted between teaching strong academics and training good citizenship qualities in the social setting of the educational environment. The School Resource Officers role re-enforces the later by restoring the authority and control of the school administrator and teachers. In most cases, discipline is maintained by the mere presence of a uniformed police officer on campus. When necessary, the S.R.O. can intervene directly through enforcement measures or through intervention methods. Law enforcement, then, is an important part of the philosophy. In the case of juvenile criminality, the philosophy mandates that law enforcement

diminishes the taint of criminality yet provides for the protection of the community and the control of unlawful behavior by juveniles (Texas Family Code).

With the rise in juvenile crime, in 1988, on a state grant, two officers, with limited resources, equipment, and knowledge, set about to implement the School Resource Officer Program in the Grand Prairie Independent School District. They were provided with only abstract goals to achieve. These goals included building rapport with students, to work as a liaison between the I.S.D. and police department, and to address law and order issues. However, these two officers were granted limited autonomy to develop the philosophy, purpose, role, and strategies of what was to become a model for other agencies. Therefore, the access to information guiding the implementation of a School Resource Officer program being virtually none existent in 1988, the two officers selected to implement the program had to develop and determine the "philosophy" of the Grand Prairie Program.

When difficult decisions have to be made, remembering the basic philosophy of a thing can provide direction and is directly related to results. Ancient Greek philosophers wisely deducted that without a basic philosophy, why anything exists is questionable. "The word philosophy comes from two Greek words: philein ("to love") and Sophia ("wisdom"), implying that a philosopher is (or should be) a lover of wisdom. Among countless definitions of philosophy, this is still one of the simplest and best." (Christian, 1998, 23). As defined by the Living Webster Encyclopedic Dictionary of the English Language, philosophy is "a system of principles for guidance in practical affairs; wise composure in dealing with problems." It is reasonable then to deduct that a philosophy is

the wisdom that logically provides a systemic set of principles for guidance in dealing with problems.

Officer David Hooper and Officer Bill Erter (now Lt. Erter) became the first two officers assigned as School Resource Officers to the G.P.I.S.D in 1988. Together they brainstormed the basic philosophy. As described by Officer Hooper in a telephone interview, the "P.I.E.-E." theory that represents Prevention, Intervention, Education, and Enforcement, was developed at that time. Officer Hooper stated in that same interview that this basic philosophy has not changed since the inception of the program in Grand Prairie. It is, however, much more complicated than the basic philosophy would suggest when studied in-depth. It is interesting to note that Bierwiller, (1994), points out that "prevention" and "intervention" are keys to the **philosophy** of reducing and preventing violent crime. (Emphasis added.).

The philosophy of the program and how it relates to preventing and reducing juvenile crime is the issue. This brings up a more in-depth look at the Grand Prairie Police Departments School Resource Officer program philosophy. S. Eric Jackson (1991) provides a study in the relationship between philosophies. He compares Community Oriented Policing with Traditional Policing and their relationship with campus law enforcement. In his research, Jackson describes Community Oriented Policing as a philosophy that brings police officers and citizens together for the combined effort of successfully resolving law and order problems in the community. He seems to down play police department programs that are implemented solely for the sake of labeling the police department as a Community Policing agency. In other words, just putting officers on bicycles or in schools is not necessarily true Community Policing. On

the other hand, he links the Traditional Model with I.S.D. police departments and describes their approach as fundamentally traditional in reacting to crime instead of being proactive. In other words, the Traditional Model does not include community partnerships and problem solving.

The philosophy starts with the selection of the officer to be assigned by incorporating a Total Quality Management philosophy technique developed by Deming. Taking a line from "Nuts," (Freiberg, 1996), the story of Southwest Airlines, Herb Kelleher states, "Hire a person with the right attitude first, then train them for the job." It was reasonable to determine then that not any police officer could work in the special environment of a school setting. The officer selected would have to be patient, discerning and good in their decision-making abilities. Obviously, the selected officer would have to be patient with young adults and children. They must be discerning of when to be an aggressive law and order advocate and when to be compassionate. A police officer must know who their customers are and what their expectations are. This requires a police officer to put on several more "hats" to perform the duties of a School Resource Officer. Just being a good street cop will not guarantee success on campus. It requires a lot of energy and commitment to perform in this role. It means being a role model in the truest definition of the terms with the highest ethical and moral standards.

Methodology

To examine the efficiency of the Grand Prairie Police Department's School Resource Officer Program the following questions were a means to guide this research. Does the program actually work to prevent or reduce juvenile crime? Can a relationship between crime on campus and in the community be shown? Does the Grand Prairie Police Department's philosophy play a role?

The research was comprised of five areas. The first was a qualitative description of the program based on administrator, supervisor, School Resource Officer interviews, and official program materials. The second area consists of a review of student and teacher surveys that have been performed in the past to determine their perception of how safe the schools are. The third area consists of interviews with police line supervisors and officers to ascertain their perception of the program. Finally, a quantitative measure of crime statistics from the Texas Uniform Crime Report on juvenile arrests which compares 14 cities selected at random. This comparison includes a comparison with G.P.I.S.D. campus crime statistics.

The research is expected to show a link between the Grand Prairie Program's philosophy and a reduction over a period of years in major part one juvenile crime. A baseline from 1987 to current using statistics from the Texas Department of Public Safety, Uniform Crime Report is expected to show an overall lower rate in juvenile crime when compared with 14 other randomly selected communities of similar demographics to that of Grand Prairie. When the U.C.R. statistics are compared with G.P.I.S.D. campus crime statistics, maintained by the School Resource Officers, it is expected that an

observable correlation will exist supporting the prevention and reduction of juvenile crime.

On random interviews of S.R.O.s it is expected that the prevention of major juvenile crime will be articulated and validated through police reports. The resulting outcomes should provide a report that tends to show the Grand Prairie Police Department's School Resource Officer program is a viable tool in reducing and preventing major juvenile crime.

In a 1994 – 1995 student survey, the last student survey to be performed in the G.P.I.S.D. by the Grand Prairie Police Department, two high schools and 5 middle schools participated. The focus of the survey was the evaluation of the Grand Prairie School Resource Officer Program. At that time, seven officers were assigned to the program. Class assignments were categorized as Regular, Honors, and Unknown. Gender and race categories were also broken down for comparative analysis. Six hundred and sixty-four surveys were completed and returned. This number represents about 10% of the student body enrolled in middle school and high school. This random sampling was performed in the classroom setting, administered by teachers and no names of respondents were requested in order to maintain confidentiality. This survey will show a favorable response toward a greater feeling of safety by the students with the S.R.O.s present.

Findings

The implementation of a School Resource Officer Program in any community is complicated. The demographics of an area are an important consideration in implementing any philosophy. The philosophy should be representative of the social, economic make up of the community. This requires the philosophy to be flexible to address changes in the social, economic structure of a community. It must also be diverse to fairly address the needs of all the citizens. Justification, on the other hand, is much easier. For justification purposes, the most important question for consideration, explained Officer Hooper, is, "Can we afford to have a Columbine incident at one of our campuses?" Joe Canterbury (1998) notes that juvenile crime is on the increase but the current plan for staffing in the Comanche County I.S.D. is lacking to successfully address juvenile crime issues. He successfully argues that more officers are needed for assignment to the schools. He describes the philosophy of the program in familiar terms as the need to build rapport with students, prevent crime, and provide a resource for school administrators on law enforcement i ssues. O nce a gain w e s ee a t hree p ronged philosophy of implementation for justification. Justification, therefore, is much easier to provide.

Recall that the key fundamental tools of the Community Policing philosophy are citizen involvement and problem solving. Traditional Policing on the other hand leaves out the citizen element and programs. Traditional Policing addresses law and order issues through police strategies such as saturation patrol and directed patrol techniques.

The Grand Prairie model incorporated a combination of these philosophies but went even further. From the Community Oriented Policing philosophy it was important

to form a police and citizen partnership with the students, teachers, administration, and parents to improve law and order issues on the various campuses. The Traditional Model could not be left out due to the severity of certain types of criminal behavior on campuses and limited resources. Additionally, it was determined that programs selected to be implemented under the umbrella of the School Resource Officer program had to meet certain criteria. While the focus of programs would directly address crime problems, in some cases, programs would and could focus on social problems that would indirectly impact crime on campus. The last part of the philosophy required a special kind of officer with the right attitude, personality, people skills, and a high level of energy to perform the duties required of him or her. While not realizing it at the time, the Total Quality Management philosophy that emphasized a high level of excellent service was necessary to provide the services required of two officers in a school district the size of Grand Prairie's.

It was decided from the inception of the program that for a program to be considered under the School Resource Officer program it had to meet four criteria. If it was good for the community, police department, and school district and provided a tool to instill good citizenship qualities in students, then it met the criteria. A program did not have to be law and order focused. As long as the social value indirectly resulted in positive law and order problem resolution, then the program was considered.

An example of one of these programs is the Campus Crime Stoppers Program. The first certified "Campus Crime Stopper" program in the nation was started at South Grand Prairie High School and this program has been emulated throughout the state of Texas. Officer Hooper explained that it continues to be a great asset in combating

campus crime. It is viewed as a tool in empowering the students and creating a partnership between students and school administrators to take control of the learning environment. In support of this, Quarles stated in (1989) that:

> "To be effective, crime prevention programs must be based on the knowledge of (1) how many crimes are actually occurring, (2) what types of crime are occurring, (3) when or at what times they are occurring, (4) where they are occurring or occurring most frequently, and (5) who the perpetrators are."

Officer Hooper, in a personal interview, continued by stating that students know who is dealing, stealing and packing weapons, and they know where and when. If this information resource can be used, the effectiveness of crime fighting, more often than not, is enhanced. Campus Crime Stoppers provides for anonymity and confidentiality by statute and creates criminal penalties for not maintaining the confidentiality of information records. (Government Code, 414.006). Funding for a Crime Stopper Program is provided through statute and makes the program virtually cost free. (Code of Criminal Procedure, 102.013). This kind of financial support through the state gives the edge to implementing a Campus Crime Stopper Program over other programs that are cost prohibitive. Campus Crime Stoppers gives the students a tool and means to report criminal activity and permits them to avoid negative peer-pressure by being stereotyped as a "snitch." (Campus Crime Stopper's Training Manuel).

Officer Hooper explained that in Crime Prevention School it is taught that there are two main obstacles to overcome in the prevention of crime. One is public apathy and the other is fear. In order to overcome apathy, one must look for ways to create incentives for involvement. In order to overcome fear, one must be able to provide protection. Crimes Stoppers provides the solution to both of these areas. It provides for

the payment of a cash reward incentive to overcome apathy and protects informants by maintaining their anonymity or confidentiality by law. The prevention, intervention and education objectives of the basic philosophy are epitomized through the Campus Crime Stopper Program. Many minor offenses are resolved, at the very least and, at the worst, on occasion, tragedy has been averted.

So, a key role in the overall philosophy of the program is the empowerment of the students who want to do the right thing. This relates to the Community Policing Philosophy "Core Components" of "Problem Solving" and "Citizen Involvement." (Community Policing Consortium, 2002).

In the 1994 – 1995 survey of the S.R.O. program in Grand Prairie, question number ten, of a fifty-eight-question survey, dealt with the student's perception of safety on campus with a School Resource Officer Present. Overall, over 87% of the students surveyed at Grand Prairie High School felt safer and over 76% of the students surveyed at South Grand Prairie High School felt safer. Of the five middle schools reporting, there was a range of from 76% to 88% of the students reporting they felt safer. (Grand Prairie Police Department, 1994-1995; School Resource Officer Student Survey).

Sgt. Dennis Clay, the current supervisor of the Grand Prairie S.R.O. Program, when interviewed, confirmed that the basic philosophy has not changed from the original concept. He further stated that the program continues to be a model for other jurisdictions and, as a matter of fact, they had received a request recently from the Dominican Republic for training on the program.

Several interviews, including Mike Shaw, the Deputy Chief of the Patrol Bureau, voiced similar views. Deputy Chief Shaw advised that he understood the need for a

police presence on school campuses and was proud of the accomplishments of the program. He explained that the program has brought a great deal of positive recognition to the Police Department and is certainly a valued component of the total function of this Department.

A fourteen-city comparison of juvenile arrests taken from the Texas Department of Public Safety's Uniform Crime Report is illustrated in Figure 1. Figure one demonstrates a lower number of juveniles arrested compared to the average number of juveniles arrested in 14 similar communities. The cities were selected at random but needed to be similar in size of population (100,000 population or more), similar geographically (square m iles), a nd t he p ercentage o f t he population's social, economic and ethnic makeup needed to be similar. These results show a reduction trend of major juvenile crime in Grand Prairie when compared to the average of the other cities. Cities with School Resource O fficer p rograms r evealed l ower c rime r ates t han t hose w ithout School Resource Officer programs.
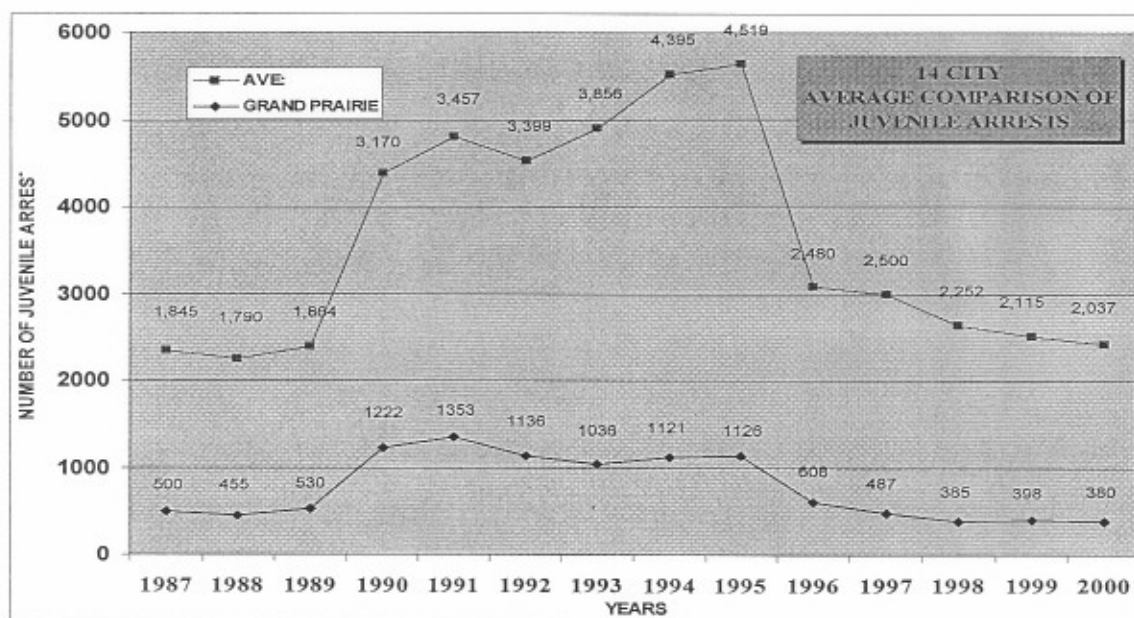

Figure 1. Fourteen city comparison of juvenile arrests.

As part of the research methodology, subjective interviews and documentation on specific criminal activity was conducted to ascertain the prevention of any major criminal episodes. One such documented episode which made national news was an incident back in 1989 where a student left school, went home and obtained his father's .22 caliber pistol, and returned to school with the intent to kill a female counselor at Jackson Middle School. Mr. Vern Alexander was the principal at Jackson Middle School at the time but has since become the Assistant Superintendent of Schools. Mr. Alexander paged the School Resource Officer to come to campus. On his arrival, the officer discovered that the student had fired three shots from the pistol into a closed door in an attempt to shoot the counselor who had barricaded herself in the room on the opposite side. The student was subsequently disarmed and taken into custody.

Mr. Alexander confirmed this incident and advised that he too recalled the incident quite vividly and added that the incident made national news that day. He added that it was one of the first incidents of many similar incidents to occur that followed a pattern of violence through out the nation. The only difference is that this incident ended without tragedy.

Officer Hooper told of an incident where a student had made some bombs from instructions obtained over the internet and brought them to Grand Prairie High School. Hooper said an anonymous informant called the State Crime Stoppers "Hot" line and provided the information. The State Crime Stoppers Program then relayed the information to him and within six minutes of receiving the tip, the suspect was in custody and the bombs were recovered without incident.

Other S.R.O.s, still in the program and new to the program, have similar stories of weapons of all types, drugs of every kind, legal and illegal, being recovered. They also describe aggravated assaults on and off campus and even a murder being solved through student involvement by the providing of information that resulted in solving the crime.

Discussion/Conclusions

The objective of this research is to ascertain the effectiveness of the "philosophy" of the Grand Prairie Police Department's School Resource Officer Program as it is related to preventing and reducing violent juvenile crime. In other words, does the Grand Prairie Police Department's School Resource Officer Program work to reduce juvenile crime?

The statistics drawn from the Texas Department of Public Safety as reported in the Uniform Crime Report would tend to show that the juvenile crime rate in the City of Grand Prairie is declining. When compared to the average number of total juvenile arrests from 14 cities, this would also tend to show that the overall picture of juvenile crime in Grand Prairie is lower than the average. This alone does not prove conclusively that juvenile crime is being prevented or is actually on the decline. Nor does it prove that the philosophy of the program plays a role in the prevention and reduction of juvenile crime. It is strong evidence in so far as the reporting of the statistics is being reported properly and uniformly throughout the state. When viewed with the other aspects of this research it lends support that juvenile crime in Grand Prairie is on the decline.

The perception of safety in the school environment as indicated by the 1994 – 1995 Student Survey results shows a definite safer feeling by students with a S.R.O. present on campus. This perception is important because perception is often construed as reality. Success or failure is often determined by the perception of the public. Again, this alone does not support the conclusion that juvenile crime is prevented or reduced by the S.R.O. program. It is important that the students feel safer with an S.R.O. on campus. This would indicate that there is a strong rapport between students and the S.R.O. It

follows that the students feel they can trust and talk to the S.R.O. which leads back to one of the areas of the philosophy of the program. That is to empower the students to do what is right.

Interview after interview revealed an understanding for the need of a police presence on campus. With limitations, all were proud of the Grand Prairie School Resource Officer program. Those limitations were expressed in terms of human resources used in the S.R.O. program that could help alleviate personnel staffing problems in other areas of the police department. The most common solution discussed being the implementation of an I.S.D. Police Department to augment the S.R.O.s. All interviewed expressed that they thought the S.R.O.s did influence juvenile crime in the areas of prevention and reduction.

Factual cases of violent criminal episodes being prevented and/or solved were expressed by individual S.R.O.s. that can be validated through case reports. Everything from murder to petty theft was experienced by one S.R.O. or another. These incidents were not just tales but actual police incidents that placed the S.R.O.s safety at risk and/or students and staff.

The S.R.O. Program's philosophy as described by the author does play a critical role in the overall scheme. The prevention, intervention, education and enforcement philosophy can be demonstrated best through the use of and in conjunction with the Campus Crime Stopper Program. Information is obtained from students and utilized to prevent, intervene or take an enforcement approach to criminal activity. It also provides students with an educational format to be involved in running a certified, non-profit,

incorporation. In effect, it empowers students to learn how to do what is right and take responsibility to assist in controlling juvenile crime in the educational environment.

Unfortunately, individual school crime statistics were not available for a complete year to year comparison with the UCR. It would have been interesting to observe this comparison to ascertain if there was any observable correlation.

There is testimony from officers that student's behavior away from campus has improved compared with contacts before the S.R.O. Program was implemented. Information has been provided by students to S.R.O.s that was then relayed to street officers which played a role in preventing some violent crimes. Examples provided was information forwarded on juvenile gangs planning drive-by shootings where the police presence thwarted the attempts, gang members identified, weapons recovered and arrests made. Other crimes also were solved on information about stolen automobiles, car and residential burglaries, and thefts. It is safe to say that the S.R.O. Program has an effect on juvenile crime in the community. However, the effectiveness of the S.R.O. Program as it relates to juvenile crime in the community needs further study.

It is a safe conclusion that the S.R.O. Program in Grand Prairie does prevent and reduce violent juvenile crime on school campuses. Evidence supports that the S.R.O. Program is very effective and successful in preventing and reducing major juvenile crime, especially violent crime. Without the S.R.O.'s unique role on campus and program philosophy, documentation of incidents where tragedy has been averted would surely tell a different story.

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