

LAW ENFORCEMENT MANAGEMENT INSTITUTE of TEXAS

PEACE OFFICERS  
AND  
PUBLIC SCHOOLS

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BY

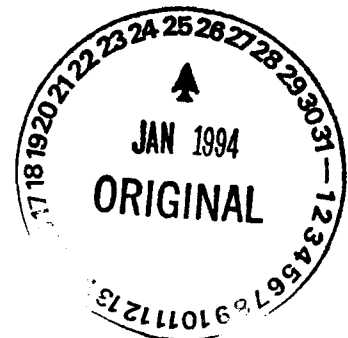
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## I. Introduction

Why, one might ask, is it necessary for public school districts to consider having law enforcement present on campus? Violence is everywhere. It is on our streets, in our homes, in our public schools and, in many cases, even viewed as entertainment. More specifically, every day, somewhere in America, a public school student is either a victim or the perpetrator of a violent crime. (Carter 1991) The increased criminal youth gang involvement knows no boundaries. Youth gangs use the halls and classrooms of our school buildings for criminal activity. (Toby 1993)

In 1992, 14.4 million crimes occurred in the United States. In the same year 10,006,561 people were arrested. The total number of people arrested in 1992 decreased by .1 percent from the 1991 total of 10,012,530. However, of those arrested in 1991, 1,629,208 were younger than eighteen years of age. In 1992 some 1,674,016 persons eighteen years of age and younger were arrested, advancing by 2.8 percent over the previous year. (U.S. Dept. of Justice, F.B.I., 1992, 7,12,37,225)

The Texas Department of Public Safety reported that during 1992, 142,353 violent and 1,103,544 property crimes occurred and a total of 1,003,359 persons were arrested in the State. (Texas Dept. of Public Safety, Crime Records Division, 1992, 10,11,63) Like the National statistics, Texas also reported a slight decrease in crime; but the number of people who were arrested increased. The 1991 Texas Crime Report revealed that 167,131 people under the age of eighteen were arrested. (Texas Dept. of Public Safety, Crimes Records Division, 1991, 54-59) The number of persons younger than eighteen years arrested, in Texas during 1992, increased to 172,425. (Texas Dept. of Public Safety, Crime Records Division, 1992, 64-69)

Although many facts and figures are available on arrests and crimes committed in America, very little is known about school crime. What little evidence that is available suggests that school victimization is on the increase and is becoming very unsettling for school administrators. The United States Department of Justice reported that just over 5 percent of all nonfatal violent victimizations of persons aged 12 and over reportedly occurred in schools and another 4.5 percent on school property. (U.S. Dept. of Justice, 1993) The majority of these crimes were committed by persons unknown to the victim.

As indicated in the United States Justice Department and the Texas Department of Public Safety crime reports, elementary and secondary education age children are becoming more involved in crime. Because Texas law compels a person between the ages of six and seventeen to attend school on a regular basis, it is reasonable to assume that some level of crime is being committing on public school campuses and at school sponsored activities.

Data obtained from seven Texas independent school district police departments 1991 and 1992 crime statistics revealed a sharp increase in crime on elementary and secondary school campuses. In 1991 the number of crimes that occurred on those public school campuses totaled 1,585, increasing to 2,009 during 1992. (Texas Dept. of Public Safety, Crimes Records Division, 1992, 94) The seven reporting school districts were:

<u>ISD Police Department</u>	<u>Student Population</u>	<u>1991 Crime</u>	<u>1992 Crime</u>
Austin	67,937	494	585
Conroe	24,348	76	154
Katy	20,513	249	277
Killeen	23,611	93	239
Klein	27,236	249	303
Midland	21,728	42	87
Spring Branch	27,135	382	364

There are additional school district police departments in the State of Texas, but they choose not participate in the State and National Uniform Crime Reporting. The above list includes all the districts that reported during both 1991 and 1992. The student population used in the above table is an average of the two reporting years. (Texas Education Agency, 1991-92, 7,71,73,104,107,135)

Society demands that children be provided a safe and secure learning environment. If a school environment is or perceived to be unsafe, teachers can not teach nor can students learn.

This report provides information and direction to school administrators who strive to maintain safe and secure public schools. Within this report, the legal authority and jurisdiction issues, pertaining to public school security, will be explored. Past and present state statutes, government codes, court cases and Texas Attorney General's Opinions will be discussed. Then, options and alternatives, for school administrators will be outlined. After the choices are covered, guidelines for successful program implementation will be presented in an effort to assist current school administrators to benefit from experiences observed and reported.

## II. LEGAL ISSUES

### Authority

Public schools are governed by elected individuals who make up boards of trustees. These boards enact policy, enter into contracts, approve curriculum and set tax rates, within the guidelines set forth by the Texas Education Code.

The Texas Education Code, Subchapter M, "Protection of Buildings and Grounds for Public Schools," Section 21.481, Applicability of Criminal Laws states, "All the general and criminal laws of the state are declared to be in full force and effect within the areas under the control and jurisdiction of the board of trustees of any school district in this state". Section 21.482, of the Texas Education Code requires that Boards of Trustees adopt rules and regulations for the safety and welfare of students, employees, and property, which include the operation and parking of vehicles. Section 21.482 goes on to provide penalties for violating established rules and regulations. A violator may be found guilty of a misdemeanor and upon conviction, may be punished by a fine of not more than \$200.00.

### Historical Background

Prior to May 1993, there was much controversy over the jurisdictional boundaries of public school police; there were no court decisions to provide direction. The jurisdiction question, as related to higher education, was first addressed by the courts in 1985. At that time the higher education statute, Texas Education Code, Section 51.203, gave campus officers jurisdiction "while on the property under the control and jurisdiction of the institution of higher education or otherwise in the performance of his duties." This is almost the same language used in 21.483 of the Texas Education Code.

In Preston vs. State, 700 S.W.2d 227 (Tex. Crim. App. 1985), the Court decided that a commissioned campus peace officer (for higher education) was not a peace officer for "all criminal acts that might occur within his presence or within his view."

Chapter 51.203 of the Higher Education Code was amended in 1987 to expand the jurisdiction of higher education campus officers, but Chapter 21.483 of the Public Education Code remained confined to the property under the control of the school district.



Prior to amendment of the Higher Education Code Section 51.203, the Texas Attorney General was requested to give an opinion about the authority of campus peace officers to arrest persons observed violating traffic codes outside their jurisdiction. The resulting Texas Attorney General Opinion JM-563 (1986), referred to the Preston case when determining that, "higher education campus peace officers did not have power to arrest as peace officers beyond the territorial limits of their conferring jurisdiction." Although the Attorney General's opinion was in response to questions concerning traffic code enforcement, the opinion summary stated, "They (campus peace officers) are without authority to make arrests as peace officers outside their jurisdiction, but may make citizens arrests in proper cases. The public streets and highways running through or adjacent to university property are not within their jurisdiction." Of course, this opinion no longer applies to peace officers of higher education but did apply to public school peace officers. The Attorney General further argued that a peace officer, including campus officers, retain the authority possessed by every citizen in regards to arrest, without warrant, any person in the commission of a felony or a breach of the peace within the officer's view.

Until April 1993, this seemed to conflict with the Texas Code of Criminal Procedures Chapter 2.12, "Who Are Peace Officers?". Chapter 2.12 stated, "The following are peace officers:

- (1) Sheriffs and their deputies;
- (2) Constable deputy constables;
- (3) Marshals or police officers of an incorporated city, town, or village;
- (4) Rangers and officers commissioned by the Public Safety Commission and the Director of the Department of Public Safety;
- (5) Investigators of the district attorneys', criminal district attorneys', and county attorneys' offices;
- (6) Law enforcement agents of the Texas Alcoholic Beverage Commission;
- (7) Each member of an arson investigating unit commissioned by a city, county or the state;
- (8) Officers commissioned under Subchapter E, Chapter 51, Education Code;
- (9) Officers commissioned by the State Purchasing and General services commission; subsection (9), as amended by SB 1222, made no reference to the renumbering and amendment of former Subsection (9) by other Acts, effective September 1, 1991.
- (9) Officers commissioned by the governing board of any state institution of higher education, public junior college or the Texas State Technical College System;
- (10) Law Enforcement officers commissioned by the Parks and Wildlife commission; (11) Airport police officers commissioned by a city with a population of more than one million, according to the most recent federal census, that operates an airport that serves commercial air carriers;

- (12) Airport security personnel commissioned by the governing body of any political subdivision of the state, other than a city described by subsection (11), that operates an airport that serves commercial air carriers;
- (13) Municipal park and recreational patrolmen and security officers;
- (14) Security officers commissioned as peace officers by the State Treasurer;
- (15) Officers commissioned by a water control and improvement district under Section 51.132, Water Code;
- (16) Officers commissioned by a board of trustees under Chapter 341, Acts of the 57th Legislature, Regular Session, 1961 (Article 1187f, Vernon's Civil Statutes);
- (17) Investigators commissioned by the Texas State Board of Medical Examiners;
- (18) Officers commissioned by the board of managers of the Dallas County Hospital District, the Tarrant County Hospital District, or the Bexar County Hospital District under Section 281.057, Health and Safety Code;
- (19) County park rangers commissioned under Subchapter E, Chapter 351, Local Government Code;
- (20) Investigators employed by the Texas Racing Commission;
- (21) Officers commissioned by the State Board of Pharmacy;
- (22) The governing body of a metropolitan rapid transit authority under Section 13, Chapter 141, Acts of the 63rd Legislature, Regular Session, 1973 (Article 1118x, Vernon's Civil Statutes), or by a regional transportation authority under Section 10, Chapter 683, Acts of the 66th Legislature, Regular Session, 1979 (Article 1118y, Vernon's Civil Statutes);
- (24) Texas High-Speed Rail Authority; and (25) investigators commissioned by the attorney general under Section 402.009, Government Code. (Texas Department of Public Safety, 1991, 57-59)

As indicated, those officers commissioned under Chapter 51 of the Higher Education Code were recognized as peace officers but those officers commissioned by public schools, under Chapter 21, were not. The Texas Attorney General, in Opinion JM-219 (1984), reasoned that those officers commissioned under Texas Education Code Chapter 21 were in fact peace officers, even though they were not included in the Texas Code of Criminal Procedure, Article 2.12.

In some cases that opinion was sufficient, but many statutes defined peace officers as those listed in the Texas Code of Criminal Procedure Article 2.12. For example:

Vernon's Ann. Civ. Statute Article 6701d, Section 94, Peace Officers Authorized to Remove Certain Parked Vehicles;

Texas Family Code Chapter 51, Section 51.01, Subsection (8), Definition of "Law Enforcement Officer";

VTCA Local Government Code, Section 180.002, Defense of Civil Suits Against Peace Officers; and

VTCA Local Government Code, Section 124.004 Hospitalization Cost to Peace Officers.

Also, there was much controversy over the jurisdictional boundaries of public school police; however, there was no court decision in this matter. The jurisdiction question, as it relates to higher education was addressed by the courts in 1985.

At that time the higher education statute established jurisdiction for campus officers as, "while on the property under the control and jurisdiction of the institution of higher education or otherwise in the performance of his duties." This is almost the same as 21.483 of the Texas Education Code.

In 1985, the Court of Criminal Appeals decided that a commissioned campus peace officer (for higher education) was not a peace officer for "all criminal acts that might occur within his presence or within his view." This decision was in *Preston vs. State*, 700 S.W.2d 227 (Texas Criminal Appeals 1985). In 1987 Higher Education Code Chapter 51.203 was amended to expand higher education campus officers' jurisdiction, but Chapter 21.483, of the Public Education Code remains confined to the property under the control of the school district. Prior to amending of 51.203, the Texas Attorney General's opinion JM-563 (1986), referred to the *Preston* case when determining that, "higher education campus peace officers did not have power to arrest as peace officers beyond the territorial limits of their conferring jurisdiction." Of course, this opinion no longer applies to peace officers of higher education but could have applied to public school peace officers. The Attorney General went on to say that a peace officer, including campus officers,

retain the authority possessed by every citizen in regards to arrest, without warrant, any person in the commission of a felony or a breach of the peace within the officer's view. Article 14.03 of the Code of Criminal Procedures now allows all peace officers (including public school officers) to arrest outside of their jurisdiction, but does not give the officers any more power than that of an ordinary citizen.

In order to maintain a safe and secure learning environment, the Texas Education Code allowed local school boards to utilize either unarmed security guards or armed peace officers. Texas Education code Section 21.308, as adopted in 1971, gave public school boards discretion to hire security personnel "when necessary," making no mention of the authority to be armed or the commissioning of security personnel as peace officers. Vernon's Ann. Civ. St. art. 4413(29bb), Subchapter A, Section 3(22), excused persons employed, by public schools, as noncommissioned officers from registering under the Private Security Agencies Act. The Civil Statute Article 4413(29bb), Private Investigators and Private Securities Agencies Act, permits the licensing of security officers and security companies which are, in turn, contracted by private businesses, as well as public entities, to provide security services.

Another section of 4413(29bb) permits a governing body of a political subdivision (public school boards) to file a written request with a private investigator or security agency to employ security officers. These security officers must receive 30 hours of an approved basic training course and qualify with a firearm. It also limits the authority to be armed to an employee/employer relationship. The Texas Education Code Section 21.483, et. seq., adopted in 1973, permitted the commissioning of public school campus peace officers, giving them the authority to be armed. If the local school board allows any campus officer to be armed, those officers must be licensed by the Texas Commission on Law Enforcement Officers Standards and Education and be commissioned as peace officers.

The Texas Education Code, section 21.483 required security officers, who were authorized to be armed with firearms, to be licensed as peace officers by the Texas Commission on Law Enforcement Officers Standards and Education (T.C.L.E.O.S.E.) and commissioned by their board of trustees.

Prior to 1985, T.C.L.E.O.S.E. could not recognize public school officers, because the licensing statutes defined peace officers as those listed in Article 2.12 of the Texas Code of Criminal Procedure.

In September, 1985, the licensing statutes, found in the Government Code, Section 415.001, were amended to expand the definition of peace officer as: "persons elected, employed or appointed as peace officers under Article 2.12, Code of Criminal Procedure, or other law". That change made it possible for the Texas Commission on Law Enforcement Officers Standards and Education to license officers commissioned by public school districts; because, that other law was found in the Texas Education Code section 21.483. Even though some statutes included "other law", in their definitions, the authority and jurisdiction of public school peace officers continued to be debated.

#### Statute Development

Because attempts were made at urging the Texas Legislature to amend the statutes concerning public school peace officers' authority and jurisdiction, the Texas House Public Safety Committee, in January 1992, instructed independent school district police departments, throughout Texas, to submit an amendment to the Texas Education Code, section 21.483 by the end of May 1992.



Representatives of all Texas independent school district police departments met in Austin Texas on February 19th, 1992. The representatives agreed on and proposed amendments to the Texas Education Code sections 21.308 and 21.483.

The "Austin" amendments were presented to the House Public Safety Committee in June 1992. Some minor language changes were made to the original "Austin" amendments during public hearings throughout the summer of 1992. However, the regular session of the 72nd Texas Legislature closed before the amendments reached the floor of the Texas House. (Brawner 1992).

During the 73rd Legislative session, three bills pertaining to independent school districts peace officers were passed by the Texas House with only three opposing votes. The Texas Senate unanimously approved the bills. (Brawner 1993). The Bills Governor Ann Richards signed into law in May, 1993 were:

House Bill 633, relating to authority and jurisdiction of school district peace officers, became effective May 11, 1993;

House Bill 634, relating to armed security guards employed by school districts, became effective August 30, 1993; and

House Bill 635, relating to the inclusion of school district peace officers in the Texas Code of Criminal Procedure, Article 2.12. (Brown 1993)

### III. SECURITY PROGRAM DEVELOPMENT

#### Options

Since the 73rd Legislature amended the Texas Education Code Section 21.483, school districts have several ways of providing security to the campus community. School districts can now employ their own unarmed security, contract with a licensed security company for unarmed security services, contract with a law enforcement agency for armed peace officers, employ and commission their own armed peace officers. Districts may also utilize a combination of these options.

The quality of personnel is directly related to the amount of training they receive. For example, the basic training for peace officers is over 400 contact hours, including such topics as USE OF FORCE, SEARCH AND SEIZURE, DEFENSIVE TACTICS, USE OF FIREARMS, FAMILY VIOLENCE, etc. On the other hand, basic training for an contracted unarmed security guard is generally around 30 contact hours. And, there is no mandated training for unarmed security guards employed directly by school districts.

Districts must consider how much control over the officers will be needed for a particular community. When district employed unarmed security officers are utilized,

complete control over individual officer duties and responsibilities may be enforced. When utilizing contracted unarmed security officers, the districts have contractual control over the security company, but may not have direct control of individual officers. Districts employing and commissioning peace officers, retain control of individual officers limited only by the Penal Code and the Code of Criminal Procedures. When peace officers are contracted from other law enforcement agencies, the district has virtually no control. Most contracts, utilized by law enforcement agencies, require 20 percent of the peace officers regular on-duty time be retained by the law enforcement agency.

#### **Factors to Consider**

Several factors must be considered, when deciding whether contracted unarmed security guards, contracted peace officers, district employed security guards or district commissioned peace officers will be utilized. One must first consider the demographics of the district, rural vs. urban. Then the student population must be considered, along with work load (school hours vs. night and weekend patrols) and the response times of other local law enforcement agencies. By far, the toughest decision to make is whether to have armed or unarmed personnel.

When weighing the alternatives, one must consider the purpose and mission of the security program. The purpose, regardless of the type of program chosen, is to provide a safe and secure learning environment for all students, employees, parents and others who come in contact with the public school district.

Maintaining a safe and secure environment is not the only mission of a public school security program. The program must also include a contribution to the educational process. The program's mission objectives must indicate the program commitment to crime prevention, enforcement and education.

### **Alternative Funding**

Before deciding whether to form a campus police department or a security department, other factors must be considered. Available resources and types of services should be compared. Types of service must be assessed and then prioritized to determine which would be best, police or security. Local funds might be enhanced by alternative funding; such as, grants from Federal and State government. Private sources are also available. Most of the government grants are designed and available for criminal justice purposes.

Private funds are also a possibility, though many school districts have policies prohibiting the solicitation of donations from private sources.

### **Assessing Needs**

When considering the types of service, demands must not be under stated. Most are based on the perception and nature of the individuals reporting crime. In the Katy Independent School District, the true demand for service was not realized until the service became available.

Katy ISD used reported crime statistics from the agencies providing the service during prior years. Other school districts that used this method of predicting service demands, like Katy, found that a large amount of crime was never reported.

The most common reasons for not reporting all crime was:

- \* Slow agency response
- \* Lack of interagency cooperation
- \* Not knowing what or when to report

School districts, including Katy, that established their programs using faulty data, experienced enormous service

demands after the programs were implemented. After district personnel and students realized what positive effects their campus peace officers had on the school environment, nothing went unreported. (Brawner 1993)

A more accurate method of assessing service demands is to survey the campus community utilizing a general poll and a self-report. A survey should be designed to evaluate the actual and perceived crime rates within the campus community. The combination of both methods should produce a better assessment of service demands. Since no method is fool proof, be prepared to make program modifications when the need arises.

### **Prioritizing Service Demands**

When service demands have been assessed, authority and priorities can be placed on these demands. In all cases, crimes against persons have priority. Next come crimes against property, followed by the crime prevention activities. Public relations should not have last priority; rather, it should be woven into all aspects of service.

Authority is always a major concern, especially as it relates to law enforcement. Public school districts in

general are self governing. Of course, state law sets the outer limits of authority but each school district may limit the authority of their own departments. For example, state law allows school district peace officers to be armed; however, the school district board of trustees may require their officers to be unarmed. Therefore, it is the responsibility of the board of trustees to implement policies that will control the authority of their police department.

Examples of direct function methods used to accomplish the program objectives are:

1. District wide vehicular patrol.
2. Campus vehicular patrol.
3. Campus foot patrol.
4. Fixed position.
5. Preliminary investigations.
6. Follow-up investigations.
7. Telecommunications.

Indirect functions are also acceptable methods of accomplishing the program objectives.

They are:

1. Facilities access control.
2. Facility intrusion alarms.
3. Crime data processing.

A few ancillary services, such as, clerical, facility and vehicle maintenance, and staff training are a big part of any program, and also must be considered.

### Personnel

The largest continuing program costs are directly related to personnel. Obviously, more personnel are required to maintain patrol services for twenty four hours, compared to providing services for a single day patrol. Personnel deployment is limited only to one's imagination and the Fair Labor Standards Act. The Fair Labor Standards Act contains Federal regulations pertaining to the fair compensation for work performed. There are, however, special regulations for public safety personnel, such as peace officers that could slightly reduce police personnel costs. All aspects of proper deployment must be examined.



## Equipment

Some other costs to consider are in the area of equipment and supplies. Most of the equipment costs are in the form of one time expenditures. The largest being vehicles and telecommunications. Depending on personnel deployment, equipment costs can be kept at a minimum by personnel sharing the use of vehicles and communication devices. For example, If two shifts are deployed that do not overlap times of duty, one vehicle can be utilized during both shifts.

Personal equipment can also be a large part of a program's initial budget. Equipment, unique to each officer, includes such items as:

- \* Uniform clothing
- \* Leather products
- \* Firearms
- \* Bullet resistant vests

Most equipment, referred to above, has a usable life of at least five years. All of the equipment needed is relevant to the services being provided. Therefore, equipment costs should be considered during the need assessment phase of program planning.

#### IV. IMPLEMENTATION

The first step of program implementation is the passing of policies by the local School District Board of Trustees. these policies are used to authorize the program, and set the operating limits of the department. Within these limitations should be territorial jurisdictions, operational authority, organizational responsibilities, and the overall scope of the program.

It must be remembered that part or all of a program may possibly fail. In some cases program implementation failure can involve the failure of resources investment; the failure to utilize resources as intended; and\or the failure to immediately obtain the expected program results. (Sheehan and Cordner 1989, 501)

##### Operational Authority

As pointed out in Chapter One, the territorial jurisdictions are set by State Law. Currently, Texas Education Code Section 21.483 establishes public school peace officers jurisdiction to be: "all territory within the geographical boundaries of the school district and (ii) all property outside the geographical boundaries of the district

that is owned, leased, or under the control of the school district and Board of Trustees."

The operational authority may be as broad as State Statutes allow, or as narrow as the Board of Trustees wish. This authority can include non criminal activities such as:

- \* Student discipline
- \* Facility access
- \* Facility safety.

Even though Board Policy sets the perimeter of authority and jurisdiction, greater refinement may be provided, within department regulations. Department regulations, designed for specific programs, should include the mission, goals, operating procedures and organizational structure of the department. When designing the regulations, care must be taken to remain within the perimeters of the established Board Policies.

### Staffing

The most important component of a program is the human resource. Staffing of a department depends completely on the services that will be provided. There are several major

groups of personnel to consider. They are:

- \* Administration - Directors, Chiefs, Deputy Chiefs, Etc.
- \* Middle management - lieutenants, Sergeants, Etc.
- \* Line personnel - Patrol Officers, Dispatchers, Etc.

### Personnel Deployment

The final ingredient of implementation is the deployment of human resources. Student and employee population, size of facilities, and services will determine where and in what numbers personnel should be deployed. The number and age groups of students and employees are included in population considerations.

Facility size, location, and distance between facilities is important when planning deployment. This information will also be helpful in determining what services can be provided.

### Protective Services

Protective services can be as vast as district wide mobile patrol; as confined as a fixed post position; or any

combination. Campus protection may include the monitoring of student groups, visitors, and campus parking lots. Responding to criminal activity, and controlling vehicle traffic on campus are also vital parts of the protective services.

### Mobile Patrol

Mobile patrol, of a large number of facilities, is considered a fundamental service of many security programs. This type of patrol is primarily a reactive approach that is easily influenced by a high volume of calls for service. The high visibility factor, of mobile patrol, tends to provide a false sense of security. The educational community, as other communities, believes that increased vehicular patrol decreases the rate of crime. Some Law enforcement professionals do not agree.

In 1972-1973 an experiment was conducted involving the Kansas City Police Department. This experiment became known as the Kansas City Preventative Patrol Experiment. The experiment, conducted over twelve months, found that the level of patrol activity had no effect on crime. (Walker 1989)

Patrol services may be as flexible as needed; however, Frequency of inspection and rapid response time is very important to all programs.

### Officer as a Resource

The campus officer can be a powerful resource when used creatively. This position is usually a stationary assignment at a single campus. The officers duties may vary and are usually assigned by the campus administrator, in coordination with the security program administrator. The traditional duties entail:

- \* Monitoring groups of students.
- \* Monitoring parking lots for thefts and vandalism.
- \* Monitoring student and vehicle traffic flow.
- \* Monitoring persons coming onto the facility.
- \* Responding to reports of disorder.

Campus officers should be used as a fundamental resource, acting as an agent of the educational community.

## V. CONCLUSION

By examination of the crime trends, throughout the United States and Texas, during 1991 and 1992, the author determined that the number of juveniles arrested increased dramatically. Also, during the same time period, a sharp rise in school crime was evident. Because of current crime trends, public school students and teachers are experiencing anxiety while on campus.

In response to increasing school crime, Texas law makers have amended obsolete statutes; enhanced current statutes; and enacted new laws. House Bill 633, the most important of the three bills was signed into law during May 1993.

In an effort to maintain a safe and secure environment, Texas public school administrators are seeking out effective security programs. This paper was written to provide administrators with information regarding legal issues and program development concerns in the event they wish to develop a school district public safety program.

Other issues discussed in the paper were:

1. Legal authority
2. Historical Background
3. Statute development
4. Security program options
5. Alternative funding
6. Need assessments
7. Service demand priorities
8. Personnel
9. Equipment
10. Program implementation

The guidance offered in this paper, was presented as a starting point; not a solution to the difficulty of maintaining a safe and secure public school environment. Once programs are developed and procedures are in place, the probability of violence and the overall seriousness of criminal activity on school campuses will be greatly reduced.



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# CRIME IN PUBLIC SCHOOL

Seven Texas School Districts Reporting  
Calendar Years 1991 and 1992

