1-2015

The Assessment of Capable Guardianship Measures against Bullying: Victimization in the School Environment

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The Assessment of Capable Guardianship Measures against Bullying
Victimization in the School Environment

A Thesis

By

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Abstract

It has been shown that increased security alone has not had a positive effect on the rate of bullying in schools. This study will empirically test the effectiveness of school resource officers as a variable of capable guardianship and its correlation with the rate and quality of bullying in schools. This research will determine if having capable guardianship, formal or informal, in the school system will have an effect on the deterrence of physical and nonphysical bullying in grade schools and high schools. This research suggests an increase in guardianship roles, will reduce the amount of bullying offenses in grade and high schools. The data will be collected by conducting qualitative interviews with police officers and school faculty regarding the use of school resource officers in the school systems. This study will allow not only the school officials, but the general public to see how an increase in guardianship has a positive effect on the bullying problem in schools.

Acknowledgements

First I would like to thank Dr. Kyung-shick Choi for all of his hard work and dedication while helping me complete this project. The support and encouragement that he has given over that last two years has not only allowed me to jump over all the obstacles we encountered but has also allowed this thesis to be my best work. Secondly, I would like to thank my committee members: Dr. Jennifer Hartsfield and Dr. Khadija Monk who not only were willing to join my committee but who also have supported me through the entire process of this project. I am personally thankful for the fourth person who was added to my committee, Professor George McNeil. Professor McNeil is someone I have known since my first semester as an undergraduate student in the criminal justice department back in January of 2011. He has not only believed in me but has also motivated and challenged me to new goals that I wouldn't even consider for myself, such as, the master's degree program. I could not ask for a better person to stand by my side in the last four years. Thank you to the personnel of the Boston Police Department, Dedham Police Department, Plymouth Police Department, Plymouth North School Department, Raynham Police Department, Taunton Police Department, and Taunton School Department for taking part in the research interviews. Finally, I would like to thank my family for not only dealing with my hectic schedule over the last two years but for always believing in me. Their love and support means the world to me and I certainly could not have done it without them.

Introduction

School shootings became a media hysteria beginning with the Columbine Massacre on April 20, 1999. With the publicity of school shootings taking place, from elementary schools to Colleges and Universities, hype in school security began. As school security was increased, a new phenomenon developed, bullying (Choi & Cho, 2014 in press). “School bullying statistics in the United States show that about one in four kids in the U.S. are bullied on a regular basis” (School Bullying Statistics, 2013). For the school districts, parents of younger children, and even society as a whole, this statistic needs to be minimized. The question that is asked over and over again is: what can be done to minimize the problem? One answer may involve heightened security. The results of Choi and Cho’s (2014) study indicated that there is no correlation between security and school victimization. (Choi et al, 2014 in press). With little impact on bullying victimization, school security will increase the capability of guardianship if physical security was added as well. If heightened security is not the answer, what is? This question is asked by millions each year, but the question, “what would be a possible solution?” may be answered from the Routine Activity Theory approach to decrease the amount of bullying in the school systems (Cohen & Felson, 1979; Felson, 1986; Eck, 1995). This answer to this question might be the solution to mediate the problem of bullying within the school systems.

The focus of this research is to discuss school resource officers as a form of capable guardianship and the effects it has on deterrence of physical and nonphysical bullying. Bullying has become a bigger issue with technological innovations connecting students to a vast array of resources and people, specifically to other students. These new technological innovations have led to a new way to bully, cyber bullying. Cyber bullying allows students the capability to bully

more peers than with just physical and verbal bullying. For this research study, cyber bullying will be included as a form of non-physical bullying.

Bullying, a behavior that once was seen as normal, is currently a behavior that is shown to be a serious problem. “There is a general agreement that for a behavior to be considered bullying, it must be repetitive, and a difference of power-physical, social, or other must exist between the bully and the victim” (Jacobsen & Bauman, 2007 p. 1). Bullying takes place every day in the United States school systems (School Bullying Statistics, 2013). “In a recent SAFE survey, it was shown that 30% of students in the United States are involved in bullying on a regular basis either as a victim, bully or both” (School Bullying Statistics, 2013). This study also revealed that 85% of bullying cases have no intervention by a teacher or school administration to stop the behavior from taking place (School Bullying Statistics, 2013). With proper capability of guardianship, this percentage has the possibility of reducing.

There are two types of bullying that will be discussed in this research, physical and nonphysical bullying. Physical bullying is any form of violence towards another person where contact is made such as hitting, kicking, and punching. In the school systems, physical bullying receives more attention and focus than non-physical bullying because it is easily recognizable (Jacobsen & Bauman, 2007). For example, Ty Smalley was an 11 year-old from Perkins, Oklahoma who committed suicide after being physically bullied throughout the school day. Ty’s bullying did not just take place at school but it also took place prior to getting on the school bus. On May 13, 2010 Ty Smalley committed suicide after being suspended for three days for standing up for himself against the bully (Crawford, 2012). In Ty’s case, the bully was not after Ty but a little American-Indian boy. Ty did not want this little boy to be harmed so he stuck up for him. This caused Ty to become the individual bullied. After his parents told him to stand up

for himself, which he did on May 13, 2010, both Ty and the bully were suspended due to the zero-tolerance policy. Infuriated from being suspended, after Ty's mother dropped him off at home after school, he took his own life. The bully served one day of the three day suspension and continued to bully other students at the school including one of Ty's friends (Crawford, 2012). Ty was not only physically bullied but psychologically bullied through use of words. Ty's bullying case represents both forms of bullying, physical and non-physical. Physical bullying can be noticeable but in other cases bullying might be difficult to detect such in cases with non-physical bullying.

Non-physical bullying is characterized as harassment that includes but not limited to verbal abuse, gestures, mimicking, and creating a negative social reputation for the person (Types of bullying, 2014). When non-physical bullying transpires, there are three forms: verbal, covert, and cyber bullying (Types of bullying, 2014). Verbal bullying occurs when the bully harasses another person by use of words, name calling, or teasing typically face to face with the victim. Covert bullying is described as actions taken by the bully to harass the victim behind his or her back. The third form of nonphysical bullying is cyber bullying. Cyber bullying is the behavior in which the bully does not have make contact with the victim but instead uses verbal threats, name calling, and teasing through the use of electronics and the internet (Jacobsen & Bauman, 2007).

An example of cyber bullying is the Megan Meier case. Megan Meier, a 13 year old girl from Dardenne Prairie Missouri, committed suicide after being bullied by a 16 year old boy named Josh Evans (Meier, 2007). Megan and Josh were friends through Myspace and never met face-to-face. Megan at the time was dealing with self-esteem issues. After ending a friendship with a girl that lives down the street from Megan, she looked as her best friend. On October 15,

2006 Josh Evan decided not to continue his friendship with Megan (Meier, 2007). The next day Megan went to school where she handed out invitations to her 14th birthday party. When she returned home she had asked her mother, Tina, if she could sign onto Myspace to see if Josh had responded. The response he sent was troubling. Josh Evans told Megan Meiers that the world would be a better place without her. That night Megan Meiers hung herself in her bedroom closet. It was concluded through neighbors of the Meier's, that Josh Evans did not exist. Josh Evans was the fictitious person created by the parents of Megan Meier's friend with which she ended the friendship with who lived down the street (Meier, 2007). Megan's life was taken not even knowing who was responding back to her. In Megan's case, there was no physical contact between the two, just verbal communications through cyber space. Even though cyber bullying is not brought to the attention of the school systems because it is not taking place on school property, it is equally problematic as any other form of non-physical bullying and physical bullying.

Besides hurting a person's feelings, bullying can and has had a serious effect on people's lives such as in the cases with Megan Meier and Ty Smalley. "Depression, suicidal thoughts, substance abuse, and an increased predilection to crime are negative consequences associated with bullying" (Schroeder et al, 2012 p. 489). Bullying is seen as a crime, however, it has also turned into a behavioral trend that is now leading to serious health, problems such as depression.

In bullying cases where the end result is suicide of the victim, for example Megan Meier and Ty Smalley, this has become known as "bullicide" (Poland, 2011 p. 92). Bullicide has become a phenomenon where victims who are constantly being bullied develop depression, and in some cases the end result is suicide (Poland, 2011 p. 92). Over 14% of high school students consider suicide each year and approximately 7% having attempted it (Bullying and Suicide,

2013). Suicide leads to about 4,400 deaths each year in young people with bullying victims being two to nine times more likely to consider suicide than non-victims (Bullying and Suicide, 2013). In order to minimize the amount of suicides resulting from bullying, the amount of bullying in schools has to be minimized. This creates a necessity to determine if the capability of guardianship by school resource officers will deter bullying from occurring.

The purpose of this study is to determine if the capability of guardianship given by school resource officers will in fact deter physical and non-physical bullying from occurring in the school environment. According to Rosiak (2009), "When evidence-based strategies are "implemented with fidelity" (as intended by the program developer), there is an increased likelihood that the intervention will have its intended effect of reducing violence or drug abuse (or whatever the program goal is)" (p.8). Finding new methods to decrease school bullying might seem impossible, although the school systems have the resources that are currently available to students and staff; they are not being fully used to prevent bullying. Using these resources will allow for a change in school environment which could produce an effective tool to prevent potential bullying activities. Previous bullying research indicates that most programs do not seem to effectively work because each community has different environments in the school systems. (Black, Trent, Harner, & Pollock, 2010). These environments need to be studied on a community basis, which means one prevention program is not going to work for all communities (Black et al, 2010). By using pieces of existing programs along with the proper routine activity theoretical approach by use of school resource officers may offer a safer and secured environment for the students along with a decrease in bullying.

This study is designed to find if the Routine Activity theoretical approach through the use of school resource officers can convey effective preventive measures against physical and non-

physical in particular school security. The results of this study will allow the criminal justice system and school officials to see the effects of utilizing existing resources that are already available to every school without any additional cost. The school system and the general public will also see the benefits these resources have on the deterrence of bullying in the school environment.

With emphasis on the routine activity approach, the overall purpose of this thesis is to design an effective bullying prevention program through the use of school resource officers. The first step is to determine if the capability of guardianship by school resource officers is effective in deterring physical and non-physical bullying. Previous research has shown that increased security devices such as metal detectors, closed circuit television (CCTV), and security officers fail to reduce bullying, determining if a modification in school security along with a modification in focus might be one possible answer to this phenomenon (Choi et al 2014 in press; Black et al, 2010). The second step is to determine effective and adequate directions regarding the operations of the school resource officers, teachers and faculty of the school systems. Being able to provide preventive measures that can minimize bullying activities in secondary schools is the goal of this research. With law enforcement agencies becoming more open-minded in ways to ensure safety in the school systems, the school systems also have to be willing to work with the law enforcement agencies and remain open-minded as well (Clear & Karp, 1999). Finally, a detailed look at the school's environment and what changes can be made to decrease the likelihood of bullying in the school system. This will be an adjustment on everyone's part because of new techniques and availability of resource that were once not available. However, this solution could be the answer to a lot of problems within the United States school systems. It is a big investment to make but our children are an even bigger investment to the future of this country.

As previously stated, the purpose of this study is to determine if school resource officers as a form of capable guardianship will deter physical and non-physical bullying from taking place in the school system. This will be accomplished by qualitative interviews to demonstrate that the use of school security officers alone has no effect on the amount of bullying. With the use of this data, a detailed examination will be given to determine what can be done by the school resource officers in conjunction with the school's faculty in their efforts to reduce physical and nonphysical bullying in schools. The sections that follow will present a theoretical perspective of bullying, methodology, data analysis, and findings. Finally, this study will conclude by determining the best efforts for the schools to take in keeping their students safe from a world filled with bullying.

The school resource officers' conjunction with the school's faculty to deter physical and non-physical bullying in schools will create co-guardianship. This co-guardianship between the school security and teachers is highly important to control adequate norms and values in school environment (Rosiak, 2009). The routine activity theory approach will be the guidance of demonstrating the importance of co-guardianship.

Theoretical Perspective: Routine Activity Theory

In the original Routine Activity theory there were three elements that need to be in place in order for a crime to occur according to routine activity theory. These elements are: there has to be a motivated offender, an absence of a capable guardian and suitable victim (Cohen & Felson, 1979; Popp & Peguero, 2010 p. 2415). However, the modern model of Routine Activity Theory has six elements. Eck (1994) describes these six components as "two triplets" (Eck, 1994; Felson, 1995). According to Eck, there are three objects of supervision: "suitable target, likely offender and amenable place" (Eck, 1994; Felson, 1995). When suitable targets are supervised

by capable guardians, motivated offenders are supervised by handlers, and amenable places are supervised by managers; the likelihood of crime taking place is at its minimum (Eck, 1994; Felson, 1995). Bullying in schools reflects the routine activity theory because there is always a student that is motivated to hurt someone else and there is not always an adult supervisor around. Also, there will always be students who have separated themselves from the majority of the school population either by being academically challenged, having exemplary academics, medical condition, or even just a social communication issue (Tuoti, 2014).

In a recent study by Kyung-shick Choi and Sujung Cho (2014), the study indicated that the students' exposure and proximity to the tenants of capable guardianship: motivated offenders, school environment, capable guardianship, and target attractiveness were all related to the risk of bullying victimization (Choi et al, 2014 in press; Hindelang, Gottfredson, & Garofalo, 1978). In this literature, the tenets of capable guardianship and target suitability used in Choi and Cho's (2014) study will be outlined and critiqued regarding the use of routine activity theory and its emphasis on the problem of bullying. This literature will discuss how the components of Routine Activity Theory explain why the risk of bullying victimization occurs, but also the significance of the missing variable of capable guardianship, in this research capable guardianship is operationalized as effective school resource officers.

Capable Guardianship

A tenet of Routine Activity Theory is capable Guardianship. In the study completed by Choi and Cho, the effects that capable guardianship have on physical and nonphysical bullying were studied. The results of the study revealed that school security for instance; physical surveillance, metal detectors, and security officers has an insignificant effect on bullying victimization (2014 in press). Bullying victimization was defined by Choi and Cho through the

use of Olweus' definition. When bullying takes place three criteria are needed. Bullying was seen as “(a) repeated behavior over time, (b) imbalance of power between the victim and bully, and (c) intentional behavior by the bully” (Choi et al., 2014 in press p. 3; Olweus, 1993). However, informal and formal guardianships are essential in the reduction of physical and nonphysical bullying. Defined by Choi and Cho (2014 in press), informal guardianship refers to the bond that the teachers share with the students. This study will also closely examine the bond that the school resource officers share with the students and teachers. Lastly, formal guardianship is defined as the rules and regulations set by the school (Choi et al, 2014 in press). The results of a previous study indicate that structured school rules protect the students from bullying victimization. In relation to the structured rules that are enforced by the school, the personal interactions the teachers have with the students are also essential in deterring school violence (Choi et al, 2014 in press).

The research that was conducted by Choi and Cho (2014) studied measures of capable guardianship: school security, formal guardianship, and informal guardianship. The use of school security neglects to study the use of school resource officers as a measure of capable guardianship. School resource officers are efficient in serving two functions in the school system: security and formal guardianship. In this literature school resource officers will be included to access school security and formal guardianship as measurements of capable guardianship. The next section of this literature will discuss the three measures of capable guardianship and the importance of why they are included in this study.

1. *School Security*: After the attack on Columbine High School on April 20, 1999 many school districts across the United States changed their policies regarding the safety of their students and faculty. On the list of new advancements that the secondary schools

wanted a lot of new technology which would help keep everyone in the school environment safe. These security measures included; metal detectors, closed-circuit television (CCTV), and physical security with no interaction. However, these new technologies seem to fit the ideal provisions of with their positives outweighing the negatives but over the years the negatives are beginning to outweigh the positives.

In a survey that was completed by Jennings et al in 2011, 41 school administrators in 15 states, 82% of the surveyed school districts used CCTV as a school violence prevention device (Jennings et al, 2011). Although many schools have adopted the use of CCTV, multiple problems arise due to poor maintenance of the system with lack of training. In addition, CCTV alone is not effective.

Along with the use of CCTV in schools, metal detectors have also become a popular piece of technology that schools tend to use in prevention of school violence. In the survey by Jenning 2011, it was found that “23% of the school districts used metal detectors as a form of security” (Jennings et al, 2011, p. 113). Findings have shown that an increase in security measures had little impact on the rate of school crime (Brown, 2005).

As with the research that was conducted when violent and drug crimes became a crisis in the late 1970’s through 1980s, studies have also found that bullying prevention programs have had a negative effect on the rate of bullying in the school systems. With the development various prevention programs based on school security such as in Pennsylvania with the invention of HALT!, A Bullying Prevention Program and PA CARES, Pennsylvania creating an atmosphere of respect and environment for success), the studies that were conducted involving these programs

have shown that even though in some cohort groups there was a reduction in bullying, the overall effect of bullying was not significant (Schroeder, 2011). School security is important but heightened school security is not the answer to every crime problem that becomes a “crisis”.

2. *Informal Guardianship*: School resource officers are important to the safety of the students within the school. Teachers and school security working in conjunction to build a healthy relationships with the students is also important when minimizing the amount of bullying within the school systems. In the article *Prioritizing the School Environment in School Violence Prevention Efforts*, a research study was completed where students generated statements which were seen to be positive or negative regarding the issue of school violence including bullying (Johnson, Burke, & Gielen, 2011). Violence was given the definition: “violence includes any behavior that is intended to harm, physically or emotionally, persons in school and their property (as well as school property)” Johnson, Burke, & Gielen, 2011 p. 333). The statements that students generated related to school violence, especially bullying, included “presence of school police”, “school police who care about students”, “school police who make sure students go to class”, “school police that are aware”, “teachers who care about students”, teachers making sure students are safe”, and “teachers not caring about student’s inappropriate behavior” (Johnson, Burke, & Gielen, 2011 p. 335). These statements were rated as either moderate or low to initiation, cessation, and severity of bullying. Statements including “teachers disrespect towards students”, “lack of supervision in certain places”, “teachers not in hallway”, “school police who are unnecessarily harsh”, “school police not actively involved in school”, “discrimination

by school police” and “too much connection to teachers” were rated high in the severity of bullying (Johnson, Burke, & Gielen, 2011 p. 335). With a balance relationship and partnership, the teachers and school resource officers can develop a healthy relationship with students that will not impede their school environment but enhance it.

3. *School Rules and Regulations:* The co-guardianship between teachers and school resource officers is important to enforcement to school rules and regulations. Rules and regulations are written for a reason, to be followed and enforced for everyone’s safety. Whether it is a school resource officer or a teacher, it should not matter who enforces these laws. “The higher stakes for students combined with their lack of sophistication, require a more thoughtful and clear policy to set fair limits for criminal investigations in schools” (Price, 2009 p 550). Developing policies and procedures that can be easily followed will allow students to be able to see what will happen if they commit certain crimes while on school property. This allows all students to be treated the same as well as no questioning taking place on what the punishment is going to be.

Enforcing these school policies should not be left to the school resource officer. With cooperation of everyone involved, school policies should be enforced by both the teachers and faculty along with the school resource officers. This allows for security officers to remain as deterrents but also enforcers. In the article *Prioritizing the School Environment in School Violence Prevention Efforts*, part of the one hundred and thirty-two statements that were generated and scaled by the students, “school rules are fair”, “school rules are followed” and “principle disciplining students in fights” were all rated either as low or moderate to initiation of violence, cessation of violence or even

severity of the violence that took place within the schools (Johnson, Burke, & Gielen, 2011 p. 335). Teachers disrespecting the students, students rated this statement as high for both the initiation and severity of violence (Johnson, Burke, & Gielen, 2011). Respect goes both ways, students who are treated fairly have a tendency of behaving in a respectable manner which allows the teachers and school resource officers to build a strong guardianship with the students. With policies and regulations being enforced, this guardianship will allow the students to have a proper guidance even if there is a deficiency or absence in their home environment.

Suitable Target:

Providing a safe and secure school environment for the students is the responsibility of the school system but what is routinely overlooked is the transportation of the students. Whether the students are transported by their parents, school buses, or even if the students walk to school, the mode of transportation in which the student takes is important to their safety. Students who are capable of receiving rides from a parent, guardian, or even a known responsible adult are usually not the issue when it comes to safety of the students (deLara, 2008). The concern for safety develops when transportation to and from school is by means of bus or walking. The major concern in regards to safety on the school bus or walking to and from school is bullying.

Bullying can take place anywhere but in a place that is normally unsupervised the chances generally increase. Kyung-Shick Choi and Sujung Cho's (2014) data determined that those students who walked to school and rode a school or public bus were more likely to experience both non-physical and physical victimization (Choi et al, 2014 in press). Walking to school, riding a school bus, and riding a public bus are locations where students are unsupervised or minimally supervised.

The bus ride to and from school is a time when students are in a confined location and unsupervised. Ellen W. deLara (2008) conducted a study that collected information from bus drivers regarding the behavior of the students on the bus. The study consisted of surveying and interviewing thirty bus drivers from two rural areas and two suburban areas. deLara's study founded that bullying did take place on the school bus but the frequency and intervention ranged. "[Seventy percent] (21) of the drivers reported that bullying and other aggression happened once in a while. The other [thirty percent] said bullying occurred often on their buses" (deLara, 2008 p.57). On the buses where bullying occurred every day, the bus drivers reported that they intervened daily but on the buses where bullying occurred once in a while, intervention only took place when needed. In regards to bullying behavior divides the problem into two categories: "1).behavior of students and parents 2).Perceptions by drivers of school administration (deLara, 2008 p. 57). These two categories are going to be looked at in greater detail.

The behavior of students and parents examines the types of bullying that takes place on the school buses along with the parents' actions and approach to stop the aggressive behaviors in these students. deLara's study showed that: "verbal bullying was noticed by 90% (27) of the drivers and psychological intimidation by 70% (21). Eight drivers reported physical bullying and fights on their buses and 6 (20%) said they observed sexual harassment" (deLara, 2008 p. 57). The bus drivers in this study were able to identify the students who were the victims of bullying and the students who were the bullies. The victims of bullying were the students who were classified as: "the poor kids", "the kids from trailer parks", and "kids with disabilities (either physical or emotional)" (deLara, 2008 p. 58). As for the students that were known to be the bullies they were classified as: "[students] with emotional problems, athletes, unpopular students, special education students, and middle school students" deLara, 2008 p. 58). The ability of the

driver to classify the students potentially makes it easier to recognize when trouble is going to initiate. Holding the students accountable for their behavior is a necessity but also holding the parents responsible is also important. The parents need to be informed of their child's behavior on the bus, but in order for this to happen, the school administrators also have to work conjointly with everyone involved.

The perceptions the bus drivers have developed on the school administrators and their actions in reducing bullying on buses are primarily negative. In deLara study one third of the drivers' stated that the school administrators did not help control bullying on their buses, another third of the drivers said the school administrators could do much more, and finally the last third of the drivers stated the administrators supported the drivers actions to reduce bullying. Another problem that deLara's study found is that "drivers reported that school administrators did not provide enough, or consistent, follow up on discipline referrals" (deLara 2008, p. 61). The student's safety on the school buses should be just as important as the students' safety while on school grounds. Parents, administrators, and bus drivers should be working together to solve the issue of bullying on the buses. Communication is principal task in handling bullying and aggressive behavior on the bus. The bus drivers should be able to approach school administrators about the problems taking place on their buses with anticipation that the school administrators are going to communicate with the parents or guardians of the students involved. In order for schools to reform and end the everyday issues of bullying, schools and parents must work together (deLara 2008, Fritz, 2006). Ending violence and bullying on the school bus is the first step in ending violence and bullying in the schools.

Extracurricular activities and juvenile delinquency have always been discussed conjointly but few studies have been completed to see if there are any relations. "Although few studies

investigated the relationship between students' extracurricular activities and the likelihood of their victimization, some findings indicate that participation in extracurricular activities may protect student from harm or make students more vulnerable to victimization" (Peguero, 2008 p. 74). In a study that was completed by Anthony Peguero (2008), by using the data from the Educational Longitudinal Study of 2002, he was able to link extracurricular activities to the problem of bullying. The study revealed four important findings.

First, students who were involved in three or more classroom-related extracurricular activities or intramural sports were likely to be a victim of bullying. Second, interscholastic athletes were less likely to be bullied. Third, each distinct category of extracurricular activity revealed different relationships with the likelihood of bullying victimization, which suggested that school-based extra-curricular activities were pertinent factors linked to bullying victimization. Fourth, this study supported previous findings which suggested that children who misbehave were more likely to be victims of violence (2008 p. 79).

The students who were more likely to become victims of bullying were the students who participated in intramural sports or school clubs. The measurement of intramural sports included "baseball, softball, basketball, football, soccer, other intramural team sport, individual intramural sport, and cheerleading/drill team" (Peguero, 2008 p. 76). School clubs that were measured in Peguero's (2008) study included "service, school academic, hobby, and vocational education or student organization" (p. 76). In the study completed by Kyung-shick Choi and Sujung Cho extra-curricular activities were used as a measure of target suitability. The study indicated that the students that participated in the arts were more likely to become a victim of physical and non-physical bullying when compared to other extra-curricular activities (2014 in press).

Interscholastic athletes who were less likely to become victims of bullying, were students that were involved in a more structured activity that gave the students a "broader and deeper set of social networks" but also were observed differently from other students (Peguero, 2008 p.76).

Structured environment that is incorporated in interscholastic sports teams is a device that can be used throughout the entire school environment.

In the article “Safe Schools” by Metta Winter (2001), Winter discusses the results of Ellen deLara’s study about school violence. The study discusses the student’s view regarding their safety while attending school. Winter’s article outlines what research has revealed regarding what would make schools safe. Winter (2001) states “the most problematic areas were the hallways, the cafeteria, the restrooms, the locker rooms, and the school grounds” (p. 22). All of these locations within the schools are normally unsupervised or less supervised locations. Students who are being victimized do not always tell a responsible adult the problem (Backstrom, 2010; Winter, 2001; Peguero, 2008). This creates the fourth finding from Peguero’s study. Peguero (2008) found that misbehavior can cause students to become victims of bullying. The misbehavior that was measured in this particular study was whether or not the students skipped classes and/ or does the student acquire trouble for not abiding by school rules and regulations (P. 76). Misbehavior takes place in locations where supervision is low or non-existent. Bullying might seem to be a childish act that is included in growing-up. For the student who is committing the act of bullying, it is the early signs of “aggressive and violent behavior” (Backstrom, 2010 p. 22). As for the victims of bullying, it can become traumatic experience and can develop into psychological problems such as depression or suicidal thoughts. In some cases, parents or guardians learn of their child’s problem after the child ends their own life as in the cases of Ty Smallley and Megan Meier that were discussed earlier in this paper. It is the responsibility of the schools to provide a safe environment for their students while in school and in route to and from school.

This study will determine if having school resource officers as a form of capable guardianship in the school system will have an effect on the deterrence of physical and nonphysical bullying in grade schools and high schools.

Methodology and Analysis:

This section discusses the research method used to assess the effects capable guardianship may have on bullying in the school systems through the use of school resource officers. This section will be presented in two phases. Phase 1 will discuss the sampling techniques used to generate the sample of law enforcement personnel and teachers used to determine if capable guardianship deters bullying. Phase 2 will present the properties of measure used to obtain the data, along with the results and analysis of the study.

This study is designed to test if capable guardianship through the use of school resource officers has an effect on the rate and quality of bullying that takes place in the school systems. Prior research has shown that physical security (e.g., physical surveillance, metal detectors, security officers, etc.) had marginal effect on bullying victimization (Choi et al, 2014 in press). When considering the components of routine activities theory, physical and nonphysical bullying victimization can be explained using the tenants of this theory. This assessment mainly focuses on whether school resource officers as a form of capable guardianship directly influence physical and nonphysical bullying victimization in the school systems.

Phase 1: Sample and Procedure

Sampling

This study was conducted using qualitative interviews of law enforcement personnel from various police departments in Eastern Massachusetts. This sample of law enforcement personnel include school resource officers, juvenile detectives, patrol officers, and dispatchers

that currently or have previously worked directly with the school systems in the cities or towns they work for. At the beginning of this study, after consent from the Institutional Review Board (IRB), five law enforcement personnel were asked and consented to participate in this study. The sample of five consisted of two school resource officers from Taunton Police Department, a juvenile detective from Taunton Police Department, a patrol officer from Taunton Police Department, and finally a retired school resource officer from Bridgewater Police Department. The original five law enforcement personnel were chosen based upon their particular assignments on their police department and their daily interactions with youth in the school systems. A star next to the interviewees name in Table 1 is used to distinguish the original five law enforcement personnel sample.

Through the use of snowball sampling this sample of five developed into a sample of 18. Snowball sampling allowed for the original five law enforcement personnel to suggest other law enforcement personnel from their agencies along with other agencies that might be willing to participate in this study and could offer valuable insight on the topic of bullying in grade schools and high schools. The total law enforcement personnel that participated in interview process consisted of police officers both male and female, from Boston, Dedham, Bridgewater, Taunton, and Raynham Police Departments. A total of 17 police officers and 1 dispatcher were interviewed. All law enforcement officer interviewees were identified by “officer” and a number to keep officers identity anonymous. As the interviews were conducted, each interview was numbered. This number is the number that appears after “officer” in the table. Table 1 below presents three demographic items (occupation, department, and years of experience) that indicate the comparison of the law enforcement personnel interview participants.

Table 1: Demographics of Law Enforcement Personnel Interviews (n =18)

Name:	Occupation:	Department:	Years of Experience:
Officer 1 ★	Police Officer	Bridgewater Police	-----
Officer 2 ★	Police Officer	Taunton Police	25
Officer 3 ★	Police Officer	Taunton Police	21
Officer 4 ★	Police Officer	Taunton Police	30
Officer 5	Reserve Officer	Raynham Police	1
Officer 6	Dispatcher	Raynham Police	20
Officer 7	Police Officer	Raynham Police	4
Officer 8 ★	Police Officer	Taunton Police	----
Officer 9	Police Officer	Raynham Police	2
Officer 10	Police Officer	Boston Police	20
Officer 11	Police Officer	Dedham Police	12
Officer 12	Police Officer	Dedham Police	4
Officer 13	Police Officer	Dedham Police	1 1/2
Officer 14	Police Officer	Dedham Police	14
Officer 15	Police Officer	Dedham Police	15
Officer 16	Police Officer	Various Depart.	2
Officer 17	Boston School Police	Boston School Police	----
Officer 18	Police Officer	Boston Police	1

In addition to the law enforcement personnel, two teachers were also interviewed. One teacher represented the Taunton School District and the second teacher represented Plymouth South Middle School. School teachers were chosen using the snowball sampling technique that was used in the sampling of law enforcement personnel. Each teacher was recommended as a beneficial interview candidate based upon their history in the school system. One of the two teachers has worked directly with the school resource officer assigned to her school in teaching multiple classes. The second teacher has had multiple encounters with the school resource officers assigned to her school due to multiple bullying cases taking place in her class. Table 2 below presents three demographic items (occupation, department, and years of experience) that indicate the comparison of the teacher interview participants. Teacher interviewees were identified by teacher and a number. Like the law enforcement officers interviews, as teacher

interviews were conducted, each interview was numbered. This number is the number that appears after “teacher” in the table.

Table 2: Demographics Teacher Personnel Interviews (n =2)

Name	Occupation:	Department:	Years of Experience:
Teacher 1	Teacher	Plymouth North	15
Teacher 2	Teacher	Taunton School Dept.	8

Participants that were interviewed were conducted through the use of various techniques including face-to-face, phone and email interviews. The method chosen was based on the participants’ preference. Interviews took approximately 20 to 45 minutes to complete.

Procedure

Both the proposal and interview questions used for this research were reviewed and approved by the Institutional Review Board (IRB) at Bridgewater State University (BSU). See Appendix A.1 for interview questions and Appendix B.1 for IRB approval letter. In order to introduce the proposed research, after approval by IRB, a letter was delivered to multiple police agencies addressed to the chief of police (see Appendix B.2). The police departments that were chosen to participate in the study were Taunton Police Department, Brockton Police Department, Randolph Police Department, and a known retired school resource officer from Bridgewater Police Department. Taunton Police Department and Randolph Police Department were the two departments that agreed to participate in the study. Randolph Police Department however, was not used in the study due to lack of officer participation. Included with the letter was a consent document that the chief of police signed granting permission to interview the personnel of the department (see Appendix B.3).

The initial five law enforcement personnel were selected from the participating police departments. As stated before, these five law enforcement personnel were selected based upon their assigned duties on the police department involving working directly with youths in their community. Using snowball sampling the remaining law enforcement officers and teachers were selected as participants in the study. To reduce biased opinions, patrol officers and teachers were also asked to participate in study in order to receive various opinions about the use of school resource officers as a form of capable guardianship. The law enforcement officers and teachers who agreed to participate in the study were then explained the purpose of the study, the process of the study, and their individual rights (See Appendix B.4). Law enforcement officers then signed a consent form agreeing to participate in the study (See Appendix B.4). A date and time was then arranged for the interview to take place. The interview either took place face-to-face, e-mail, or phone. During the interviews the law enforcement officers and teachers were told if the question do not pertain to them answer the question with “not applicable” (N/A). Also, the law enforcement officers who are not assigned as school resource officers and teachers who participated in this study were explained to answer interview questions that asked for opinions assigned to school resource officers as opinions assigned to their own work field. At the conclusion of all the interviews, all responses were transcribed (See Appendix A.2).

Phase 2: Properties of Measure and Analysis

This study determines if having school resource officers as a form of capable guardianship in the school system will deter physical and nonphysical bullying in grade schools and high schools from taking place. By interviewing a combination of twenty law enforcement officers and teachers, the data collected was then used to reveal the importance of formal guardianship in the school environment and how this task can be accomplished by implementing

school resource officers. The interview measured three areas: the use of capable guardianship, extra-curricular activities, and transportation. These measurements are presented below.

Capable Guardianship

Previous research that was conducted all demonstrated the importance of formal and informal guardianship within the school environment when it came to the reduction on physical and non-physical bullying victimization in the school environment. In the study conducted by Choi and Cho (2014), it is discussed how amplifying the capability of guardianship would be the most effective measure against physical and non-physical bullying victimization. The first step in accomplishing this guardianship is rules and regulations.

Rules and regulations are usually enforced by faculty and teachers of the school. Schools that have access to school resource officers are able to rely on the officers as well to enforce the rules and regulations. In our interviews, the police officers and teachers both agree some rules and regulations have nothing to do with police work. The officers' responses to whether or not school resource officers should enforce school rules and regulations are all similar. Some of the responses are

“When it comes to school rules and regulations the behavioral problems are brought to the school staff's attention. For general school policies that are broken the students are disciplined through the school department” (Officer 2, personal communication, October 2, 2014).

“We follow the rules of the Boston police department but we don't enforce the rules of the school department. If there is a discipline issues with the students (weapons, fighting, drugs, or theft) then we would assist along with school police officers assigned to the school if there is an officer assigned to that particular school” (Officer 17, personal communication, October 28, 2014).

All the officers that were interviewed agreed that school policies and regulations should be handled by the school and school department unless the act is criminal. Interestingly, the teachers agreed with the police officers as well and responded to the question in the same manner. One

teacher stated “The officer is the point person for those who need more than teacher reprimands”. School rules and regulations are important in keeping the structure of the school environment and a prevention tool when it comes to problems such as bullying victimization.

During the interviews with the officers and teachers, bullying was immediately brought up during the discussion of when a school resource officer becomes involved with certain offenses. One officer stated “Our department utilizes our school resource officer for all bullying issues. The school resource officer meets with the students and explains the severity of the issue, the criminal consequences, and reiterates the importance of school safety. The administration and school resource officer seeks out a suitable punishment”. An officer from a different department responded “We follow a three step policy. On the first offense the student receives a warning, second offense the student receives school discipline, and finally on third offense the student is criminal charged” (Officer 2, personal communication, October 2, 2014). Bullying being a significant problem in the school environment in today’s society, the police officers have to be able to work directly with the teachers and faculty to handle these cases. Interestingly, the teacher’s responses were fifty-fifty; however none of the teachers that were interviewed believed that school resource officers were fully deterring bullying from taking place.

“To some extent [school resource officers are deterring bullying] especially in the lower grades. Students are very aware of the safety officer’s presence in our school. At a fifth grade level they have had conversations with him about bullying and are comfortable speaking with him directly or with the guidance counselor in the school” (Teacher 1, personal communication, November 2, 2014).

“Unfortunately, [school resource officers are not deterring bullying]. When bullying occurs during school, I believe that it happens very quietly. I think that most of the time the bullying occurs out of school and in too many instances, on social media sites” (Teacher 2, personal communication, October 29, 2014).

The responses given by the teachers are understandable since interviews were from different schools. However, bullying will never be completely removed from the school environment no

matter how many security measures are utilized. This is because the students will always find a way around the security measures.

Teachers and Police officers at the end of the interview were all asked what their thoughts were concerning the use of school resource officers in the school environment. Responses from teachers and police officers were all positive and significant to the security of the school environment. The responses that were given by some of the officers were:

“Back in 1999 when Columbine High School shooting took place, it changed the dynamic of school security. Columbine caught schools and law enforcement off guard. There was no communication with eyes within the school. This is when the school resource officer program initiated and the communities started getting police officers in the schools (Officer 1, personal communication, September 24, 2014).

“Having a school resource officer is great for everyone involved. With the violent society that we live in and history of school violence the interaction between the school resource officer and the student is extremely positive. The school resource officer can interact with the students and build a bond with them. Students can understand what the school resource officer does and the he or she is human too. The only negative is that the school resource officer is still a sworn police officer and might have to take our criminal charges on the student that looks up to him or her as a mentor and even has personal liking too” (Officer 3, personal communication, October 12, 2014).

These responses represent what Choi’s and Cho’s (2014) research indicated. Security measures should not only be categorized by electronic devices such as metal detectors and closed circuit televisions because alone they do not work.

Incorporating school resource officers as part of the school security system has demonstrated to benefit the school environment. Part of the interview with the police officers and teachers were their personal opinions of the significance that the school resource officers have had on the rate of crimes in the school environment.

“School resource officers were another form of security. I was able to receive tips from other students and faculty. These tips helped in focusing on where the trouble was initiating from. Having a school resource officer walking around the

school has shown a change in students' behaviors" (Officer 1, personal communication, September 24, 2014).

"I do believe school resource officers are deterring bullying, violence, and drug activity from taking place. Having someone in uniform and the personal presence of a police officer makes a big impact on the activity that is taking place in the school. The school resource office is only human so they are not going to be able to catch every crime. Other security measures will enhance the security at the school by giving the school resource officers extra help" (Officer 3, personal communication, October 12, 2014).

The response that the police officers gave reflects directly on the data from the research study completed by Choi and Cho. Interestingly the teachers also believed that the incorporation of the school resource officer in the school environment is significant.

"I think it is a great idea, especially for schools like Taunton High where the student population is approximately 2,000. Taunton High School operates much like a city, and like any municipality, students are expected to be responsible citizens and obey the "laws" (rules). School resource officers help make students accountable for their actions. I wish Taunton High had more than one officer at a time" (Teacher 2, personal communication, October 29, 2014).

"I think that it has positively affected the students in our building. The students have a definite connection with the resource officer at the school. The officer is at lunch and sits with various tables of students just to talk and get to know them. He lets all the students in the building know his door is always open" (Teacher 1, personal communication, November 2, 2014).

The purpose of school resource officers is not only to keep the safety and security of the students in the school environment but also the teachers. The formal guardianship that they offer is a significant factor in security measures.

Incorporating all security measures that are available including closed circuit television, metal detectors, school resource officers and etc. will in time lead to a safer environment. Crime is never going to go completely away but it will diminish it to the best of its ability. "The methods that the school resource officers are using are currently working. There is no way to fully prevent [bullying] from taking place within the schools but the resource officers working

with the students and building a mentor relationship with the students seems to be the most effective way” (Officer 3, personal communication, October 12, 2014). This concept should be exactly what the school administration should be looking for.

Target Suitability

In previous research concerning physical and non-physical bullying victimization, target suitability was also measured. During the interviews, participants were asked questions regarding school resource officers taking part in extra-curricular activities of the students and the transportation of the student to and from school. For example, in Choi and Cho’s (2014) research extra-curricular activities and transportation were measures concerning target suitability. In this research study, extra-curricular activities and transportation were also measured regarding the impact these two measures have on the school resource officers.

As stated earlier, the findings from Choi and Cho’s (2014) research showed that student taking part in extra-curricular activities in the “arts” were more likely to become a victim of both physical and non-physical bullying victimization (Choi et al, 2014 in press). In one interview with a school resource officer, it was stated:

“I don’t participate in extra-curricular activities. In most cases the school would hire a detail...There was a group, Gay-Lesbian Bi-sexual- Transgender (LGBT) that I became the “sponsor” of and would go to the meetings with the students on Thursdays. Most of the students that were part of this group were occupying my school day because of who they were. This group was a way in which I could go and talk with the students at once about life in general” (Officer 1, personal communication, September 24, 2014).

Taking part in a group that has obvious signs that attention is needed, such as in interview 1 response, it is an important tactic for the school resource officer to use prior to the problems becoming too severe. All police officers that were interviewed for our data believed that a police

officer engagement with the student in the school environment is important but so are the extra-curricular activities.

“I believe this can be one of the most important and rewarding parts of the school resource officer. As I stated previously to allow the officer to interact with the students in a non-adversarial manner fosters a stronger relationship between the juveniles and the police. Our department and school resource officers do an outstanding job of participating in and creating programs for extra-curricular activities such as softball games (police vs. football players), ski trips,, an open gym program instituted by one of our school resource officers as well as many more programs and events” (Officer 15, personal communication, October 23, 2014)

“The Dedham Police have had basketball, volleyball, softball, and dodge ball games versus the middle and high school students’ which I have participated in. Although I was not part of it, during the summer the school resource officers would open the high school gym two nights a week for kids. I feel these events help kids to stay busy and can keep them from committing crimes out of boredom” (Officer 11, personal communication, October 23, 2014).

The officers taking the time out of their own daily lives to help and support the students of the community are an extraordinary measure that they are doing to reduce violence in their community. In the research study conducted Choi and Cho, it is discussed in their findings the reason behind extra-curricular activities being created. Extra-curricular activities were created with significant support from the public and policy makers in order to improve the risk of juvenile crime and victimization (Choi et al, 2014 in press).

Programs such as the ones discussed in the interviews with the police officers are wonderful ways of joining the school environment to the police department but in a positive way. These programs are certainly something that the school resource officer would need the support of the entire police department and not just the police department relying on the school resource officer. These proactive approaches that the police departments would be taking will be a positive influence on the students’ life no matter what type of lifestyle the student experiences at home.

Transportation is the final measurement of target suitability that this research measured. Choi and Cho's (2014) research found that students who walked or took either the school bus or public bus had a greater chance to experience physical and non-physical bullying victimization. In this research study, police officers were asked about the safety of the students in regards to transportation.

"We handle all crimes that happen from the time the students walk out their front door in the morning to the time they walk in the door in the afternoon. When needed, a patrol officer will assist the school resource officer if the school resource officer is not close to the scene. However, all incidents involving a student of the school should be referred to the school resource officer" (Officer 2, personal communication, October 2, 2014).

"As a school resource officer, I took care of any crime that took place on the school bus. If there was a fight on the school bus, they just called the school resource officer. However, if the school resource officer was not nearby a patrol cruiser would respond until the school resource officer was able to respond on scene. The bus drivers did not work well with the school Bus drivers always stated 'It's not our job to handle discipline'" (Officer 1, personal communication, September 24, 2014).

"I do believe if more security was available on buses to and from school it would reduce the crime and disturbances that occur on these buses. However, there is a cost and manpower issue that would be prohibitive from every bus having someone assigned to it whether it is a police officer or a school employee. We as a town do not encounter a lot of issues on the buses and the drivers do a good job reporting any issues that occur. For our community I wouldn't consider it a necessity to have further security on the buses" (Officer 15, personal communication, October 23, 2014).

Every city and town is going to be different for where the focus needs to be in regards to deterring physical and non-physical bullying victimization from taking place. The goal of every city and town should be to discover where the victimization problem initiates. Then examine these locations. In most cases it is going to be in locations where guardianship is not present. As a school, the focus should be on resolving the problem areas. A school resource officer could be the answer to a lot of the schools problems.

Discussion

As shown, over the years with the increase in bullying in the school systems, schools have been heightening the security at the schools. Through the heightened security schools have added metal detectors, closed-circuit televisions (CCTV), and school resource officers. All of these security measures are costly tools that help in the prevention of school violence but alone do not deter bullying from taking place in the school environment. Though the data shows that heightened security does not work in deterring bullying, this does not mean that these measures should be removed. Schools that currently have security measures such as metal detectors and CCTV implemented in their security policy should not change these procedures. School resource officers and school security officers are a critical feature to security and deterrence of bullying. The role that school resource officers and security officers are currently playing is not working but through our data it has been determined where changes could be made to better suit the school environment along with the safety of the students and faculty.

Law enforcement officers have to be specially trained in order to become a school resource officer and especially to taking on the community policing style. In an interview with officer Miller he states "If a school resource officer does not want to be there, he or she is going be a law enforcement presence. The officer in this case will not work well with school officials either" (Officer 1, personal communication, September 24, 2014). John Rosiak explains the school resource officer triad model in which the school resource officer is not only responsible for law enforcement duties but they also act as a teacher and counselor (Rosiak, 2009). "[School resource officers] are involved in teaching students a variety of topics, including law-related education, drug abuse, and bullying and gang prevention" (Rosiak, 2009 p. 10). While officers

are engaged in teaching students about these types of criminal behaviors, they are also building the trust that is needed in order to form a social bond that is required as a mentor.

The idea of community policing is for the law enforcement officers to build upon this social bond by mentoring and counseling their students. When the time prevails, school resource officers that take on the community policing style still can take on the duties of a law enforcement officer when the law is in need of enforcement (Rosiak, 2009). These bonds that the school resource officers are forming are a great technique to give the students great role models in order for them to develop into well distinguished adults. This technique should not only be conducted by the school resource officers but it should also be the goal of teachers.

Through the results of our study it has been shown that capable guardianship is a positive effect to deterring bullying. Through programs such as Olweus Bullying Prevention Program (OBPP) and Kiusaamista Vastaa [against bullying] (KiVa) we are able to see that mentorships and valuable education to not only the faculty and staff but also the students as an effective way to deter bullying (Kärna, et al, 2012; B. Schroeder, 2012). As stated before, it is especially important for those children who do not have the support system at home. If the school resource officers can get the children involved in legal activities such as school sports while in school, then the chance that the children will take part in deviant behavior outside of school will decrease (Rosiak, 2009).

Policy Implication

The structured environments of interscholastic sports and some clubs have shown to be an effective approach in reducing the amount of bullying victimization. The capable guardianship offered in this "structured environment" might be the answer in reducing the violence that takes place within the school environment. Structured environment is usually not

found in public transportation due to the lack of capable guardianship. As completed by the school system establishing a structured environment for the students to follow while riding on the school bus. When driving, school bus drivers are responsible for getting the students to and from school safely. Students misbehaving can be distracting to the bus driver and be can be dangerous to all involved. In deLara's study (2008), ideas such as adult riders and the "buddy system" were brought up as techniques to provide a safe environment to the students (p. 63). This would create a capability of guardianship on the school bus. In both techniques, the bus company would seek to hire adults who are willing to ride on the bus while the bus driver completes his or her route. The only difference is the "buddy system" seeks older students to ride on the bus with the younger students as mentors (deLara, 2008 p. 63). This system would work well for the elementary and middle school students but as far as the high school students, older mentors are not as easily available. The installation of CCTV on buses is also another technique that could be used. Even though our research has shown that alone it does not reduce violence within the schools, the use of CCTV on school buses could be deterrence for students. Having techniques, as ones discussed, along with policies and regulations developed by the school systems the school bus transportation will develop capable guardianship and increase a structured environment for the students.

Structured environment in the school is just as important as structured environment in transportation. Keeping the school environment safe for everyone means that teachers, faculty, and staff need to develop tools in order to keep everything in order. A feature that has been developed is an App for the smartphones that allows students to take pictures of evidence and send it to a trusted adult or school administrator whose contact information is saved in the program (Gayles, 2014). Part of this App is a twenty-four hours a day, seven days a week

connection to a certified counselor (Gayles, 2014). This one App can allow students the ability to connect with a trusted adult or school administrator without face-to-face contact with the person. This might make the students feel more comfortable in reporting the behavior.

In Peter Price's article: When is a Police Officer an Officer of the Law he discusses how a teacher's disciplinary actions are determined. The article states that when teachers reach the highest level of disciplinary measures too early within the school year, that teacher has lost the class for the remaining portion of the year (Price, 2009). This corresponds with the feature of increase in presence of school resource officers within the school. With teachers losing disciplinary ability early within the year, the only way the school feels that the crime and behavioral problems can be handled is with the presence of a police officer. "Police presence at schools must be justified by action, and therefore there has been a marked increase in the criminalization of infractions that would have been previously handled by the school" (Price, 2009 p. 549). Criminalization does not mean gaining back control of the students. Guardianship and bond between the school resource officers, teachers, and the students is the primary importance.

The problem that is seen in most school systems is the way in which the school systems use the availability of the school resource officer. School resource officer and school officials are constantly in a disagreement about the roles that they play. School resource officers unlike school security are still considered law enforcement officers that operate and are sworn to the duties of the penal law (Rosiak, 2009). In an article written by Lisa Garby (2013), she speaks about the implementation of a zero-tolerance bullying policy. This policy would mandate schools to report all cases of bullying that take place within the schools and have the student criminally charged. Garby's (2013) article, discusses how every state besides Montana have

developed and have taken steps to enforce anti-bullying laws. Of these 49 states, 18 states allows for the bullying victim to seek legal charges. However, with bullying percentages at a high, taking legal charges could create a large sum of students in the juvenile detentions and jails (Garby, 2013). Legal charges do not always mean detention or jail time. A zero-tolerance would grant law enforcement officers the right to make arrests when a bullying case exists. This policy could reduce the chance of the student(s) reoffending.

Giving the students the opportunity to have a place to go, to feel safe, and even to just talk can create a more open relationship for all involved. Instead of the secondary school students taking part and being involved in illegal activities, with community police officers available, the students will be motivated to take part in legal activities such as school sports and clubs. The students will also become more motivated and committed in preparing for their future as the school resource officers educate the students on the dangers of committing deviant behavior at a young age.

Incorporating class time to focus on the issues of violence and bullying can allow the teachers and school resource officers the ability to reiterate the important message regarding bullying and school violence to the students. The students will then begin to adapt to that structured environment knowing that they have adults who care about them. The officers will not only be there to educate them but also for the students to build a healthy relationship with the school resource officers in order for the officers to keep the students focused on achieving their own goals in life.

Once structured environments on the school bus and school environment are established, the problem then consists of maintaining these environments. Policies and regulations will allow the bus drivers to report the behavioral problems to the school

administration who should then precede on to discipline the students as if they were in school. deLara's (2008) study portrayed that even when driver's reported problems to school administration, the administration did not provide adequate discipline to the students (p. 61). The major problem is determining the roles of everyone involved.

The first problem that has to be overcome is the implementation of school resource officers into the school systems. On September 18, 2014 the state of Massachusetts' Governor, Deval Patrick, signed into effect the legal update "An Act to Reduce Gun Violence" (MA Legal update, 2014). This legal update made it a requirement for every city, town, or regional school district to assign at least one school resource officer. The law also states that the officer assigned to the school should not be based on seniority but on qualification. In an interview with a school resource officer the officer stated "When promoting a new school resource officer it's the chief's discretion on whether or not you send the new school resource officer to training. There are three levels of certification: Basic, intermediate, and advance. National Association of School Resource Officers (NASRO) also offers two conferences yearly" (Officer 1, personal communication, September 24, 2014). This training should be mandated by the Chief of Police for all school resource officers to attend prior to becoming school resource officers and as part of their annual in-service training.

School officials are operating their schools under the rules and regulations that they have determined best fit those students that develop the framework of that particular school. Both of which are important duties depending on who is working for who. The service style of policing, which the officers focus on drug prevention programs, youth mentoring, and recreational programming seems to be the most effective (Berger et al. 2009). Police officers who take on the

service style of policing are going to be more willing to take on the community policing approach.

In community policing the "us versus them" mentality is discouraged and the police officers work with the citizens of the community in order to make the environment safer (Berger et al. 2009). Trust is the primary issue. The community members have to trust the police just like the police have to trust the community members. Taking this approach into the secondary schools might in fact help the students achieve more. Through the development of this bond that the school resource officers gain with the students and faculty the students should gain a mentor(s) throughout their high school career. This creates better communication.

Communication in a school system should consist of trusting relationships between the school security, school resource officers, bus drivers, school administrators, and the parents. This allows everyone to be working together to achieve the ultimate goal. Partnerships are an important technique when looking to provide a safe and secure school environment for the students (Fritz, 2006; Backstrom, 2012; Hirsch et al, 2004; and Winter, 2001). Everyone's opinion should count with the result being in the best interest of the safety and security of the students. Robert Peel's quote "the police are the public and the public are the police" is a statement that the parents, teachers, and bus drivers should embrace as well as the school security and school resource officers. In a setting such as a school, the police are not just the school resource officers who wear the uniforms and badges. In a school the police should be the parents and guardians, teachers and administrators, bus drivers, school security, and finally the school resource officers. This will create the partnership and guardianship needed by the students.

Limitations

In every research study there will always be tribulations that the researcher will face. No matter what the topic is; there will always be room for improvements in future research. For this research study one criticism that may arise will be sample size. Sample size for this research was smaller than what initially was chosen. A factor of this was the limited amount of time to collect the data. If population size was larger, the data collected would have greater significance to the school environment in general and not just the schools in Eastern Massachusetts.

Another limitation is the lack of school personnel in the data sample. The original proposal for this study was to not only interview police officers and teachers but also interview the head personnel of the schools such as principals and superintendents of the school departments. Time restraints did not allow for the proper measures to be taken in order for the principals and superintendents to be interviewed due to the school departments policies. In future research, it is imperative to interview principals and superintendents since they are fundamental to the school environment.

Validity is also an issue in this research study. When conducting the interviews with the law enforcement officers and teachers, various interview techniques were used. E-mail and face-to-face were the primary techniques that were used. With the use of multiple techniques the interviews are not being conducted in an identical method. Interview dynamics are changed from a face-to-face interview compared to an e-mail interview. E-mail interviews lack the ability for the interviewer to investigate the body language and the ability of the interviewee to communicate during the interview process. Body language and communication are important characteristics that can enhance the meaning of an interview process. A second validity issue developed with school crime rate. The use of school resource officers and how they have

changed the rate of physical and non-physical bullying crime is unattainable through the use of qualitative research. In this research study, permission was not granted through the school departments to receive exact crime rates of the school prior to having school resource officers compared to the schools current crime rates.

Finally, interviewer bias is an issue in this research study. The original proposal was to look at the effects of school resource officers and their efforts to deter bullying through the concept of capable guardianship in the school systems across Southeastern Massachusetts. After determining the difficulty of gaining access to the police departments in order to conduct the interviews, local police departments were chosen as the base sample. Participation was still a problem even in this base sample.

Conclusion

The problem of physical and non-physical bullying in the school environment and the effects school resource officers have based on capable guardianship is explained by using the measures of Routine Activity Theory. The purpose of this research is to bring the attention to school systems in not only Massachusetts but across the United States regarding the benefits of having a school resource officer accessible to the students in the school environment. It has been concluded that physical and non-physical bullying victimization in the school environment can be reduced by the increased presence of formal guardianship. The findings from this study can be utilized in future research in regards to the use of school resource officers in the school environment as a measure of capable guardianship. The use of school resource officers as a form of formal guardianship in the school environment will hopefully be studied further in future research but with a larger sample size and more data from school personnel. The hope is that one day students will be able to attend school without the anxiety of being bullied.

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Appendix A.1: Interview Questions

Department: _____ Male/Female Years on the Department: ____

Qualitative Questions

1. What are your thoughts about the incorporation of a school resource officer in a school environment? What are the positive and negative effects of having a school resource officer?
2. As a school resource officer, what actions, if any, do you take to enforce school rules and regulations that are issued by the school department?
3. When a case of physical bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?
4. When a case of nonphysical bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?
5. When a case of cyber bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?
6. When a case such as physical bullying, nonphysical bullying, or cyber bullying take place in the school environment, what are the policies and procedures of your police department in regards to handling of these cases?
7. When a case such as physical bullying, nonphysical bullying, or cyber bullying take place in the school environment, what are the policies and procedures of the school department in regards to handling of these cases?
8. As a school resource officer, how would you describe your participation with the students in the school sponsored extra-curricular activities? What are your thoughts of school resource officers engaging in school sponsored extra-curricular activities?
9. As a school resource officer, do you believe that you are deterring bullying from taken place in the school environment? Explain.
10. In your opinion, what methods are currently being used by the school resource officers to deter bullying from taken place that are effectively working? What, if anything, needs to be altered in regards to handling cases within the school environment involving bullying?

Appendix A.2 Interview Responses

Qualitative Interviews

1. What are your thoughts about the incorporation of a school resource officer in a school environment? What are the positive and negative effects of having a school resource officer?

Interviewee	Answer
Officer 1	“Back in 1999 when Columbine High School shooting took place, it changed the dynamic of school security. Columbine caught schools and law enforcement off guard. There was no communication with eyes within the school. This is when the school resource officer program initiated and the communities started getting police officers in the schools. I was a DARE officer for 15 years and enjoyed working with the kids. As a school resource officer you have to want to be there”.
Officer 2	“Having a school resource officer(s) within the school has 2 common factors to deal with. One factor is the relationship between the police department and the community. School resource officers are a form of community policing. It is a way of taking a proactive approach to policing instead of a reactive approach. You have to want to be there. (R) I was a community police officer prior to accepting this position. (B) I was a DARE officer. We both enjoyed working with the public. The second factor is, as a school resource officer, you have to earn a trust. Even though you are not conducting regular police business, the students still think you’re going to snitch. With an SRO present, parents are at ease that their children are in a safe environment. The SRO is a deterrent for the students. A hardship that the SROs face is that the kids they are working with are minors. You can criminally question them without a parent or guardian present.”
Officer 3	“Having a school resource officer in the school is great for everyone involved. With the violent society that we live in and the history of school violence this interaction between the school resource officer and students is extremely positive. The school resource officers are able to interact with the students and build a bond with them. The students are able to see and understand what the school resource officer does and that he or she is also a human being. The only negative is that the school resource officer is still a sworn police officer and might have to take out criminal charges on the student that looks up to him/her as a mentor or even has a personal liking to.”
Officer 4	“Having a school resource officer can benefit the school committee by allowing not only a community mentor but also someone who can enforce the law. The only negative would be the having to arrest a student who you have developed a bond with”.

Officer 5	<p>“Incorporating a school resource officer in a school environment provides the students with a sense of calmness and stability. The school resource officer is a great example of community policing, which increased the relationship with police officers. Not only are the students closer to the officer, the parents are as well. The students will be able to open up more to officers, instead of being intimidated by them. Though this is a great plan, if the students get too close to the officer, they may establish such a bond that they won’t take police officers seriously. If these feelings are established, the students may disregard what the school resource officer says, or any other law enforcement officials.”</p>
Officer 6	<p>“The positive effect is the kids begin to build trust with the school resource officer allowing the school resource officer to build bonds with the students and develop a knowledge of trust of what is going on around them. The negative effects depend on the child’s home life. If parents dislike the police they too are going to dislike the police and are not going to build that trust relationship with the officer.”</p>
Officer 7	<p>“A school resource officer is a pertinent position within any police department. The positive effects are familiarity of the children and their families, having a liaison who has already established a rapport within the schools, having an officer to assist with domestic situations involving current or previous students, etc. I don’t see any negative effects other than possible scheduling within a department.”</p>
Officer 8	<p>“School Resource Officers can act on multiple levels. They can be a mentor, teacher, and enforcer. I do not see any negatives behind this idea. The school resource officer is a wonderful asset to the community.”</p>
Officer 9	<p>“I think having a school resource in the schools is one the best programs we have in our department. It has many positive effects for both the schools and our department. A positive effect for the school is if there is ever an emergency at the school there is already an officer there to help until other officers or paramedics get there, which is also a positive for the department. Another positive for the school is having an officer in the school all the time can help to deter bullying and crime. A positive effect for the department is the officer is with the students all the time so he/she can connect with them. This connection will make the students more comfortable with the police, who could help us in the future if they have information on investigations we are conducting and they feel comfortable passing along that information. I personally do not see any negative effects of having a school resource officer.”</p>
Officer 10	<p>“One of the positive aspects of having a school resource officer is that they know the students. They know who the problem students are and who the good kids are. They are an invaluable resource for police officials when there is a need for police response at the</p>

	school. They are an excellent resource for school officials for the same reason.”
Officer 11	“I believe it is very important to have a school resource officer assigned to the schools. This officer is an important liaison between the police and the school department. The SRO has the ability to get to know the students and the students have someone which they can report incidents to. The SRO was so important in Dedham that we now have 3 SROs (One assigned to high school, one assigned to Middle School, and one assigned to elementary schools). The only negative we have had is not having the right officer assigned to the position. It needs to be a highly motivated officer who works well with children. In the past, officers looking to get out of the patrol division have tried to take that position and do nothing while there.”
Officer 12	“Having a school resource officer will help children with problems at home be identified as well as keep patrolman aware of individuals who may be problems in the future. The one down side would be if the department was short on manpower for routine patrol.”
Officer 13	“I think it’s a positive thing to have a resource officer in every school especially starting at the elementary schools because it shows kids not to be afraid of a police officer. The positives are a uniformed security presence and also another person for the children to reach out to that’s not a teacher. I really don’t see any negatives to a resource officer.”
Officer 14	“A school resource officer is a waste of valuable police resources. Officers are needed for patrol and investigative work. Further, in these times of tight budgets, allocating valuable funds to fund school resource officer’s activities is money that could be better spent elsewhere. I see no positive effects of having a school resource officer.”
Officer 15	“I believe the incorporation of a school resource officer in the school environment is a good idea. The positives include a better relationship with the juvenile population. The interactions between the school resource officer and student often take place in a positive environment which fosters a more trusting relationship so when there is an issue the juvenile is more comfortable and willing to speak to the police. The school resource officer also acts as a conduit for the exchange of information between the schools and the department. The only real negative that sometimes occurs is when the school personnel believe the officer is their employee and try to entrust him with tasks that are not part of his job function.”
Officer 16	“I believe that having a resource officer in schools has its good and bad qualities. Having a school resource officer provides students with an additional go-to person. It will provide a community-policing type of initiative for the resource officers and the students. The resource officers are beneficial, especially if a school does not have its own police department. However, if the school does have a

	<p>police department, there will need to be collaboration between the department and the resource officers.</p> <p>It is important to ensure that a police department has the ability to connect with the student body and the staff, in order to gain trust and compliance. I truly believe that the decision to incorporate a resource officer into a school environment should be based on the level of need for police officers on school environments and of the officer-student relationships that exist.</p> <p>Regardless of whether a school implements a police department, a public safety department, or a resource department, there should be some type of resource officer who is available for students to go to with issues.</p> <p>I believe that the only downfall to implementing a program, such as this, is that implementing such programs takes away from the employees of the school from handling certain types of issues. It may impact the disciplinary actions that the school takes out on students. In order to eliminate problems from developing between the administration and the resource officers, there will need to be a clearly stated contract that is understood by all employees on both ends.”</p>
Officer 17	<p>“The positive effects are officers can get to know the students and the needs of the schools. Such as safety and bullying. The negative effects are not all visits are good visits so we go from playing sports with the students to arresting them sometimes.”</p>
Officer 18	<p>“I believe they can be a great asset to any school, regardless of which grade level. The main positive effect is that it is a great way for kids to be exposed to the justice system. Resource officers can give kids the opportunity to ask questions and raise awareness about risky behavior. The main negative effect that it can have is when schools become too reliant on resource officers to handle issues. The school needs to work alongside, not just broom it to, the resource officers to handle problematic children.”</p>
Teacher 1	<p>“I think that it has positively affected the students in our building. The students have a definite connection with the resource officer at school. He is at the 5th grade lunch and sits with various tables of students just to talk and get to know them. He lets all the students in the building know his door is always open.”</p>
Teacher 2	<p>“I think it’s a great idea, especially for schools like Taunton High where the student population is about 2,000! THS operates much like a city, and like any municipality, students are expected to be responsible citizens and obey the “laws” (rules). Resource Officers help make students accountable for their actions. I really don’t see any negative effects! In fact, I wish THS had more than one officer!”</p>

2. As a school resource officer, what actions, if any, do you take to enforce school rules and regulations that are issued by the school department?

Interviewee	Answer
Officer 1	“Some rules and regulations have nothing to do with police work. For Example: I didn’t care if parents were double parked, principals and teachers would want an arrest made. Kids smoking in the bathroom, school would want me to go into the bathroom and track these kids down. They would then be suspended. Instead I would just flush whatever they were smoking down the toilet. If every school rule was enforced, the halls would be empty because everyone would be hiding from the SRO. If teachers had a problem with a student, they would send them down to the assistant principal. The assistant principal would then request the SRO if he believed it was necessary or could benefit the meeting.”
Officer 2	“When it comes to school rules and regulations, the behavioral problems are brought to the staff’s attention. For general school policies that are broken, the students are disciplined through the school department.”
Officer 3	“As the juvenile detective, if the school administration or school resource officers contact me in regards to a juvenile breaking school rules and policies then in most cases criminal complaints are being taken out by me or the school resource officers.”
Officer 4	N/A
Officer 5	N/A
Officer 6	N/A
Officer 7	N/A
Officer 8	N/A
Officer 9	N/A
Officer 10	N/A
Officer 11	N/A
Officer 12	N/A
Officer 13	N/A
Officer 14	N/A
Officer 15	N/A
Officer 16	N/A
Officer 17	“My role is a little different. There are Boston public schools police officers that are assigned to the school and we are more liaisons to them at times. We follow the rules of the Boston police department but we don't enforce the rules of the school department. If there is a discipline issues with the students (weapons, fighting, drugs, or theft) then we would assist along with the school police officer assigned to the school if there is an officer assigned to the school.”
Officer 18	N/A
Teacher 1	“He works in conjunction with the Health teacher when the bullying unit in the curriculum comes up. He works with the 5 th grade

	students and speaks about bullying and cyberbullying. He makes himself available to speak in any class if the teachers request it. If any rules are broken that would require police involvement he is contacted and involved. I believe he also works with the 6 th – 8 th grade students also. The entire school has a program at the beginning of the school year.”
Teacher 2	“In our school the officer acts in the same ways as they would out in the public – they patrol, keep eyes open for “criminals” and keep the general peace. In addition, the officer is the point person for those who need more than teacher reprimands. The officer is specific cases, will remove students from the learning environment and even place them under arrest if the situation warrants that action.”

3. When a case of physical bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?

Interviewee	Answer
Officer 1	“Bullying---repeated acts of harassment against kids. If we could identify the bully and there was a repeated action of picking on a certain kid(s) or a group picking on a kid, such as a targeted situation. It was very common to have fights in schools and also cyber bullying. Parents did not monitor their children while online. Lots of threats were being made. They were dealt with on a one by one basis. There were kids who were considered targets: kids with gender issues, kids who were quirky/nerdy, fat, to thin, poor, and non-athletic. Target groups were placed in classes where they would no longer be a target.”
Officer 2	“For any type of bullying; physical, nonphysical, and cyber bullying, the school policy and law was that on the first offense the student would receive a warning, On the second offense the student received school discipline and on the third offense the student was criminally charged and brought to the police station.”
Officer 3	“When it comes to bullying, I am usually not called to investigate the bullying crime until the second offense. At this point a thorough investigation takes place. Once the investigation is completed, the school resource officer and I will sit down with the student and his or her parents for a meeting. After a meeting with the parents, a meeting is held with the school administration. During this meeting, the school administration will work with the police department to determine what type of punishment best fits the student. Punishment could go anywhere from counseling, suspension, expulsion, to even relocating student to a different school system. On the third offense, criminal charges are taken out.”
Officer 4	“When bullying takes place in the school, the school would give a warning on the first offense, if it occurs again then the school would give a school punishment, on the third offense it is reported to the police.”

Officer 5	“If bullying occurs such as physical, non-physical or cyber bullying, the officer should obtain all information about the incident by both parties involved. Parents should be advised of the situation as well. The aggressor should be advised of their actions and the effects it does to the other party. The aggressor should be monitored by teachers and if possible, coaches. The victim should be offered counseling as well.”
Officer 6	“Interview, cell phone and computer history, and speak to the parents. The school resource officer handles all cases involving bullying crimes that take place.”
Officer 7	“Our school resource officer works with administration on bullying issues. Bullying is taken very seriously.”
Officer 8	“The school administration work with the school department and police department to handle any cases of bullying.”
Officer 9	“If a case of bullying was reported to me I would do an initial interview to understand fully what had taken place and then forward that information along to the school resource officer and the principal.”
Officer 10	“Typically, bullying cases are handled internally by the school administrators. In some cases the administrators will refer the case to the police for criminal prosecution. Those cases that are prosecuted are usually cases that involve a serious physical assault or a repeat offense.”
Officer 11	“The SRO in all cases of bullying notifies the school administrators, parents, and also the police department (dispatch and patrol supervisors). Most cases, there is mediation set up between the parties that are involved and if it is severe enough, criminal charges will be filed in juvenile court.”
Officer 12	“Once the case is reported, the parents are notified if not already present and it is referred to the school resource officer.”
Officer 13	“The actions taken are to solve the issue and make sure that the student that is bullied doesn’t have to deal with it again. Also the person doing the bullying is punished whether it is through the school system or from the juvenile courts.”
Officer 14	“It is a school discipline problem and a parenting issue. The school administration should work with parents to identify and discipline bullies and victims of bullies.”
Officer 15	“There are a number of different actions that could be taken depending on the severity of the bullying. First and foremost the involvement of the school resource officer is paramount in these investigations as he has a better knowledge of the individuals involved. The actions could range from speaking to the involved parties to arresting the involved parties depending on the severity of the incident.”
Officer 16	“When bullying occurs in an educational environment, police officers need to communicate with students in a way which they can

	<p>understand. For example, if the police department is at an elementary or a middle school, they will need to know how to communicate with the age group of the students.</p> <p>When handling bullying, officers need to remain calm and kind. They should get onto the student's level, whether it means squatting down, sitting with them at a table, or sitting next to the student. This will allow the student to see the officer as less of a threat and will help them to not shut down and to continue listening to what the officer has to say. When dealing with this age group, they need to explain to the students what can come of the bullying and that it is unacceptable. The students need to be given realistic examples, in order to stop their behavior. They should be told what could legally occur if their behavior continues. They should not be threatened, but they should be led to fear the repercussions of their actions if they continue the bullying.</p> <p>If the students are older, such as high school age, the officers need to put their foot down, a bit more, and explain the legal repercussions of their actions. Having the officers addressing such issues, instead of the school's administration, will imply that the results of the behavior are unacceptable and are punishable by law. It is especially important to act more seriously with students who have repetitively been bullying other students.</p> <p>On a college campus, the students should be expected to know better. Students who bully others need to be addressed by officers and given very limited chances. Expulsion from the school can be an option for those students.</p> <p>In all, due to the fact that bullying cases have become extremely severe, in recent years, these situations need to be taken seriously. Any officer who can eliminate one person from bullying others is worthwhile.”</p>
Officer 17	<p>“If there is a case of physical assault (bullying or non-bullying) the student is suspended and a police report is generated. The student is also subject to arrest. The detective in the unit will seek court complaints/ a hearing against the student at juvenile court. The student may also be sent to the Barron Center (counseling center) for his or hers behavior.”</p>
Officer 18	<p>“Most cases are handled in house (meaning within the school) to take corrective actions for bullying. Within the department, and the state, police have very specific guidelines that require officers to act, in a manner however to that will not reinforce the child to believe s/he is a bad kid. I would probably recommend that the child sit down with a school guidance counselor and talk with them, as well as notifying the parents so they can get involved.”</p>
Teacher 1	<p>“The school administration advises the resource officer and he is involved with meetings with the student and administration as well as parent meetings.”</p>

Teacher 2	“I do know that the school Headmaster and four Housemasters, together with guidance staff, regularly program activities and make themselves available to students who feel bullied. I would think that the officer also has a role in this, but can’t answer for sure”
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4. When a case of nonphysical bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?

Interviewee	Answer
Officer 1	Refer to question 3
Officer 2	Refer to question 3
Officer 3	Refer to question 3
Officer 4	Refer to question 3
Officer 5	Refer to question 3
Officer 6	Refer to question 3
Officer 7	Refer to question 3
Officer 8	Refer to question 3
Officer 9	Refer to question 3
Officer 10	Refer to question 3
Officer 11	Refer to question 3
Officer 12	Refer to question 3
Officer 13	Refer to question 3
Officer 14	Refer to question 3
Officer 15	Refer to question 3
Officer 16	Refer to question 3
Officer 17	“When there is a bullying case there are a few things. A mediation meeting is held at the school with the victim and suspect and his or hers parents to try and resolve the incident. Sometimes a police report is generated. The Boston Public School police will prepare their internal report of the incident. At times students can be suspended and also sent to the Baron Center.”
Officer 18	Refer to question 3
Teacher 1	Refer to question 3
Teacher 2	Refer to question 3

5. When a case of cyber bullying takes place in the school environment, as a school resource officer what types of actions are taken to handle such cases?

Interviewee	Answer
Officer 1	Refer to question 3
Officer 2	Refer to question 3
Officer 3	Refer to question 3
Officer 4	Refer to question 3
Officer 5	Refer to question 3
Officer 6	Refer to question 3
Officer 7	Refer to question 3
Officer 8	Refer to question 3
Officer 9	Refer to question 3
Officer 10	Refer to question 3
Officer 11	Refer to question 3
Officer 12	Refer to question 3
Officer 13	Refer to question 3
Officer 14	Refer to question 3
Officer 15	Refer to question 3
Officer 16	Refer to question 3
Officer 17	“When the cyberbullying is brought to our attention, it is handled the same way as answer to question #4. If the student uses school computers/ technology they can be disciplined under the BPS rules of the school department.”
Officer 18	Refer to question 3
Teacher 1	Refer to question 3
Teacher 2	Refer to question 3

6. When a case such as physical bullying, nonphysical bullying, or cyber bullying takes place in the school environment, what are the policies and procedures of your police department in regards to handling of these cases?

Interviewee	Answer
Officer 1	“There is a chain of command that has to be followed. A report has to be written and then a follow up. Now, after so many school disciplinary actions criminal charges are also taken out.”
Officer 2	“The police department and school officials usually work together to handle bullying cases. When a case of bullying occurs, the school and school resource officers follow the school policies along with Massachusetts law. Peer mediation, is becoming a popular trend within the schools to resolve the issue of bullying.”
Officer 3	“The police department and school officials usually work together to handle bullying cases. When a case of bullying occurs, the school and school resource officers follow the school policies along with Massachusetts law. We usually use the steps that are outlined in question 3.”

Officer 4	“The police department works in conjunction with the school department. Mainly it’s our detectives, school resource officer, and the school department who handle all cases.”
Officer 5	“School resource officer responds, its logged at the police station and a report is made.”
Officer 6	“When a case of bullying takes place, the school resource officer is immediately called, even after school hours. The school resource officer will either respond to the residence or the police department, depending on the circumstances.”
Officer 7	“Our department utilized our school resource officer for all bullying issues. The SRO meets with the students and explains the severity of the issue, the criminal consequences, and reiterates the importance of school safety. The administration seeks out a suitable punishment.”
Officer 8	“The School resource officer is directly notified and then is handled by the school resource officer and the school department.”
Officer 9	“Our department’s policy is to immediately notify the school resource officer and pass all information you have along to him and he would take over the case. Further he would contact the school’s principal and then meet with all the parties involved and their parents or guardians. Also our policy is that if the incident involves juvenile students all information will be confidential, which means only other officers would be able to see the contents of the incident and it would be on our departments log, online or printed.”
Officer 10	“There is no policy in the Boston police Department for “Bullying.” If a crime has been committed we investigate and forward to a prosecutor after consulting with the school administration.”
Officer 11	“We don’t have a written policy on bullying.”
Officer 12	“Those procedures would be handled by the SRO.”
Officer 13	“We actually don’t have a specific policy to respond to this type of call. They are all treated on a case by case basis. But every call that does include bullying and the schools is referred to the resource officer or juvenile court.”
Officer 14	“We have no policy.”
Officer 15	“As a department we don’t have specific policies and procedures that instruct officers how to resolve the matter. Instead we rely on a collaborative effort with the officer and the community resource officer as well as the juvenile officer to resolve the matter appropriately. Officers have all received training in juvenile law as well as criminal law which allow them the ability to choose the best course of action based on all the factors of the incident. Furthermore the juvenile officer and school resource officers have received specialized training in these areas.”
Officer 16	“During my time at Framingham State University Police Department, the police department would call in both parties and collect statements of each side of the story. If there were witnesses

	<p>to the bullying, they would be called in to submit statements, as well. AN investigation would be performed, using the provided statements; the accusations brought forth, and from the use of any video surveillance and social networking sites that may offer additional evidence. Once the investigation is complete, or when questions are formulated for the victim or the alleged suspect, the department would call them in to review the questions. During this period of investigation, a temporary no contact order would be put in place to protect the victim from the alleged suspect, until further information is collected. This no contact order would be valid on the school property, only. If this is violated, the violating party can be arrested, per department policy.</p> <p>Once the investigation is complete, if it is determined that the alleged suspect did, in fact, bully the victim, an official no contact order would be established. The victim would be informed of their protections and would be given the choice of also taking out a 209A order (restraining order) to keep the bullies away from them on and off the school campus. If the bully violates this, they will be arrested.</p> <p>Once this is done, the school will bring the incident to the school's disciplinary board. A hearing will be held and a member of the police department would attend to present the evidence, which they collected. The board would determine what actions would be taken. Commonly the student would be interim suspended for a short period of time, or they would be expelled from the school. Typically this would be based on the severity and frequency of the bullying. If the victim decides to press legal charges, they will be informed of what they could legally do, as well. (Typically the victims did not press charges or take out 209 A orders)."</p>
Officer 17	<p>"When the incident is brought to our attention we try to have mediation if it's nonphysical ASAP. A school officer will generate a report and Boston police will prepare a police. From there a detective is usually assigned the incident. If a physical assault takes place the student will be subject to arrest, suspension or expulsion from the school, a BPS officer will generate a report along with Boston police. Court complaints/ and a hearing at the juvenile court would be held in both instances. Also the student will be sent to the Barron Center."</p>
Officer 18	<p>"I'm not too familiar with how to handle kids for cases of bullying because this is a matter that the school must first try to correct. Since the removal of the CHINS system, officers are no longer allowed to place children under arrest for these types of matters; however the burden is placed on the parents to consider what their options are to correct the behavior."</p>

Teacher 1	<p>“Anti - Bullying Policy</p> <ul style="list-style-type: none"> - The Plymouth Public Schools is committed to a safe educational environment for all students, employees, volunteers and other stakeholders free from harassment, intimidation or bullying. It is the policy of the Plymouth Public Schools to prohibit harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such acts physically harm or psychology distress a student/s and or property, substantially interfere with a student’s education, threaten overall educational environment or well-being of a person/s and/or substantially disrupt the operation of school. <p>EDUCATION/DISSEMINATION OF INFORMATION</p> <ul style="list-style-type: none"> - The Plymouth Public School System expects students and employees to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all the school activities, and the care of school facilities and equipment. - All administrators, faculty and staff in collaboration with parents, students, and community members, will incorporate systemic methods for students and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship and academic success. - All administrators, faculty and staff in collaboration with parents, students, and community members, will collaborate with district departments to promote academic success, enhance resiliency, build developmental assets, and promote protective factors with in each school. Additionally, students and staff will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating and intervening when issues of bullying arise. - School and community will collaborate to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention. Opportunities will be provided to encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. <p>COMPLAINT AND RESOLUTION PROCESS</p>
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	<ul style="list-style-type: none"> - At the beginning of each school year, the school principal or designee shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Handbook, employee handbook, the school website and other reasonable means. - The investigation of a reported act of bullying of a student, school-based employee, or other persons providing service to the school is deemed to be a school-related activity and begins with a report of such an act. Any student who believes he/she is a victim of bullying is strongly encouraged to report the incident to a school official. Complaints should be filed as soon as possible after alleged incident and noted to proper administration. - At each school designees will be responsible for receiving oral or written complaints alleging violations of this policy. All faculty and staff are required and must report, in writing, any allegations of bullying or violations of this policy to the designee and or appropriate administrator. Failure to report will result in action(s) or discipline. Any other members of the school community who have credible information that an act of bullying has taken place must file a report of bullying, whether a victim or witness. <ol style="list-style-type: none"> 1. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in the district specified data collection system. All matters brought before school officials will maintain a level of confidentiality. Information pertaining to such complaints will only be shared with those that have direct involvement in the resolution process. <p>CONSEQUENCES AND REMEDIAL MEASURES The Plymouth Public Schools requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.”</p>
Teacher 2	N/A

7. When a case such as physical bullying, nonphysical bullying, or cyber bullying take place in the school environment, what are the policies and procedures of the school department in regards to handling of these cases?

Interviewee	Answer
Officer 1	Refer to question 6
Officer 2	Refer to question 6
Officer 3	Refer to question 6
Officer 4	Refer to question 6
Officer 5	Refer to question 6
Officer 6	Refer to question 6
Officer 7	Refer to question 6
Officer 8	Refer to question 6
Officer 9	Refer to question 6
Officer 10	Refer to question 6
Officer 11	Refer to question 6
Officer 12	Refer to question 6
Officer 13	Refer to question 6
Officer 14	Refer to question 6
Officer 15	Refer to question 6
Officer 16	Refer to question 6
Officer 17	Refer to question 6
Officer 18	Refer to question 6
Teacher 1	Refer to question 6
Teacher 2	Refer to question 6

8. As a school resource officer, how would you describe your participation with the students in the school sponsored extra-curricular activities? What are your thoughts of school resource officers engaging in school sponsored extra-curricular activities?

Interviewee	Answer
Officer 1	“As a school resource officer I did not participate in extra-curricular activities. The students that took part in the community service program, I would watch and oversee their actions. That was only so I could insure the community service was being completed. I was also the “sponsor” of the Gay, Lesbian, Bisexual, and Transgender (GLBT) group. I would attend the meetings of this group every Thursday afternoon. The students that belonged to this group occupied most of my day because they were being bullied. By taking part in this group, I could insure their safety along with give them guidance about life in general.”
Officer 2	“Being a school resource officer, we do not participate in extra-curricular activities. Our police department does take part in community events where the police officers interact with the kids by playing sports and games with the students of the community. For

	example, Taunton police officers take part in multiple activities that are sponsored by the Boy and Girls Club of Taunton. Having officers take part in outside activities, we personally believe it's a good idea. This allows the students to see what the officers are like outside of the school and not in their uniforms. This can help officers when developing trust with the students."
Officer 3	"Having the school resource officers take part in extra-curricular activities, is a great thing. The students participating in these activities will be able to develop their bond with the school resource officer. The officers will be able to get to know the students better and vice versa."
Officer 4	"School resource officers shouldn't take part in school sponsored activities but hosting extra-curricular activities for the students would be a great way for the school resource officer to develop bonds."
Officer 5	"(I have no previous participations) School resource officers should engage in school sponsored extra-curricular activities. As described in question 1, it promotes a relationship between police officers and students. Students can have fun participating in activities, while knowing that an officer is involved in such activities with them."
Officer 6	"Good idea, it gets the kids on the right side of the tracks knowing that someone cares about them. For example, in Raynham the school resource officer hosts a summer camp that includes a variety of sports and physical activities. The School resource officer in Raynham also participates in the Town run Teen Center."
Officer 7	"Our school resource officer is very involved in extra-curricular activities and even puts on a free summer speed camp for all athletes at all levels. It allows students of all ages to work together and build relationship."
Officer 8	"School resource officers shouldn't take part in the extra-curricular activities but attending activities would demonstrate to the students that you support them."
Officer 9	"I am not a school resource officer so I cannot speak on a school resource officer's participation in school sponsored extra-curricular activities. I can speak on my own experience working a school sponsored activity though. Recently I worked a uniformed detail at the middle school dance, while working the detail I stood near the entrance so I could converse with the students as they entered the dance. When the dance ended I stood outside with the principal waiting for parents to pick up their child, while standing outside I made sure I walked around and engaged in conversation with some of the students as they waited for their parents to arrive. I tried to show the students I was approachable and a friend by speaking to them on their level and not speaking down to them."
Officer 10	"The primary mission of school police officers in Boston is to provide a safe and secure environment for students while they are

	attending school or school sponsored events. School police officers rarely sponsor events themselves but do attend school sponsored events, e.g. football games, etc. Sometimes officers do play basketball with at risk students but not regularly or often.”
Officer 11	“The Dedham police have had basketball, volleyball, softball, and dodgeball games versus middle and high school students which I have participated in. Although I was not a part of it, during the summer the SROs opened the high school gym two nights a week for kids. I feel these events help kids to stay busy and can keep them from committing crimes from boredom.”
Officer 12	“It’s a necessity that citizens work with and support local police. Having positive contacts with citizens as an officer facilitates that support. If all contacts are negative then the results would tend to be negative.”
Officer 13	“I am personally not involved in the schools due to the fact that I work overnights. I do think it is a very valuable thing to have officers involved in extra activities though because the kids get to know the officers on a personal level and it may allow a child to come up to the officer when they are having issues they need assistance with.”
Officer 14	“I am not a school resource officer. As previously stated, I am not in favor of school resource officer but any police officer who wants to volunteer to work with kids (coaches, chaperones, mentor, etc.) in their off duty time is fine.”
Officer 15	“I believe this can be one of the most important and rewarding parts of the school resource officer. As I stated previously to allow the officer to interact with the students in a non-adversarial manner fosters a stronger relationship between the juveniles and the police. Our department and school resource officers do an outstanding job of participating in and creating programs for extra-curricular activities such as softball games (police vs. football players), ski trips, an open gym program instituted by one of our school resource officers as well as many more programs and events.”
Officer 16	“As a school police officer, I would describe the officers' participation with the students in the school sponsored extracurricular activities as being quite involved. In addition to being assigned various police details for every school event, it is common to see officers who are on duty make a presence at the activities, as well as officers who are off duty. It is common to see them go to the event with their family. It gives them the ability to show the community that they, too, have a family life and care about their job enough to come on their day off to support the student body. The students who participate in such activities, often, are the ones who do not hesitate to approach the officers when they are in need of help, or just to chat. It is a strong community policing initiative and I believe that this tactic works very well on a school campus.”

Officer 17	“I think it's important because we see the student's every day and we want them to see us in a human light. Sometimes the students don't see us out of uniform, so this way they see us a little more approachable. It's also good for us to see if there are issues or concerns at the school we can help with.”
Officer 18	“I spend a good amount of time with kids to remind them to stay on the right path. It's important to build rapport with kids and getting to know them on a first name basis. Most kids just want someone to listen to them, Officers that allow this, make a world of difference to kids. Its important hen extra-curricular activities roll around, that officers do engage these kids. This reinforces relationships so that kids know that once they leave school, everything is not over. That they have to maintain a healthy lifestyle and relationships outside of school as well.”
Teacher 1	“I do not see a problem with resource officers interacting with students especially if they are at the event because of their own children. Students in the school will interact with them as they are very comfortable speaking with them throughout the school day. I do not feel they should have to go out of their way to have to attend. Sometimes students who are having a difficult time appreciate seeing a teacher, principal, or resource officer at an extra-curricular activity. It shows you care about that student and it could be just the thing to turn this student around and get them on the right track.”
Teacher 2	“I think they should definitely have a presence...engage? Not so much...they are not there to be friends but as authority figures who should command respect.”

9. As a school resource officer, do you believe that you are deterring bullying from taken place in the school environment? Explain.

Interviewee	Answer
Officer 1	“School resource officers were another form of security. I was able to receive tips from other students and faculty. These tips helped in focusing on where the trouble was initiating from. Having a school resource officer walking around the school has shown a change in students' behaviors.”
Officer 2	“We do not believe school resource officers do not deter bullying from taking part in the school environment. Other security measures are also needed such as surveillance cameras and metal detectors. Only having 1 or 2 officers walking around an entire high school, there is no way of every crime being seen by just one or two officers. However, finances become a problem when it comes to adding additional security measures.”
Officer 3	“I do believe that school resource officers are deterring bullying, violence, and drug activity from taking place. The kids knowing that there is a police officer present in the building and just having

	someone walking around in the uniform makes a big impact on the activity that is taking place in the school. However, the school resource officer is only human so they are not going to be able to catch every crime so having other security measures will enhance the security at the schools.”
Officer 4	“Presence alone I believes deters minors from acting out. They are afraid of the consequences.”
Officer 5	“I believe that is a student feels threatened or harassed, they will be more willing to report it to the school resource officer because of the established relationship they have with said officer. This may deter the bullying that occurs in a school environment, both in school and outside of school.”
Officer 6	“There will always be that exception where some kids don’t care and they are going to go after whoever they are after. However, for the most part the school resource officers’ presence allows for kids to see that there is a police officer on school site and that he is watching out for everyone in the building”.
Officer 7	“Yes, the SROs presence in the school is a deterrent in itself. Our SRO is constantly addressing bullying issues and works with students or after school activities. He stresses the importance of teamwork and positive feedback. Our SRO creates programs using older students as mentors/ coaches for the younger students. It’s more of a pro-active approach.”
Officer 8	“Presence alone does not work. There needs to be more interaction with the students in order to deter bullying.”
Officer 9	“Yes I do think school resource officers are deterring bullying. Having an officer in the school gives students someone to trust and to talk to if they are being bullied. If the students report the bullying the school resource officer can immediately address the issue, the immediate response to these issues can deter other students from bullying in fear of getting in trouble. The school resource officer also deters bullying by speaking with classes about the effects of bullying on students.”
Officer 10	“The presence of uniformed officers, by itself, provides some protection from physical bullying. Cyber bullying happens outside the purview of school officers. However, school police officers are made aware of these instances and are able to interact with victims and monitor their interactions outside the classroom.”
Officer 11	“I believe their presence in the schools have decreased the amount of physical and nonphysical bullying by being visible during times when this would happen most (before school, lunch, and after school). Cyber bullying remains the same due to the fact it is committed when the SROs are not with the student at home.”
Officer 12	“A school resource officer may be very helpful in individual bullying cases. However, bullying has always been around and will continue to be around. This doesn’t mean steps shouldn’t be taken to

	help victims and make use of prevention programs.”
Officer 13	“I believe our officers are deterring bullying because when they are not there is essentially an officer in the school therefore the chances of getting caught are greater. I do think that we should have more education on the effects of bullying though and the effect it can have on one’s life.”
Officer 14	“No, school resource officers as a general rule are out of touch with the so called “problem kids” or the schools. As previously stated I am not an advocate of school resource officers.”
Officer 15	“Absolutely! Students are much more likely to talk to an officer they trust and the information they impart to that officer may prove to be invaluable. They may tell the officer of an ongoing situation that the victim maybe unwilling to report. Information ascertained during encounters with other students may allow the officer to address a problem before it rises to a criminal action. Furthermore the officer through interactions with school staff and his own observations of student interactions may be able to stop a situation before it even starts.”
Officer 16	“I think that, as bullying has resulted in some fairly severe consequences, officers have begun taking these situations much more seriously. As officers step in and bring legal consequences to the table, it deters the bullies from continuing. As officers take more serious action, it impacts those involved more. This being said, I believe that there are still students out there who view police involvement in these situations as ignition and they continue their behavior. Sometimes, especially with juveniles, police involvement in bullying situations does not change the behavior, until legal action is actually taken out on the individual.”
Officer 17	“Yes, Because the student engaging in the act may think twice about doing it especially if they see us addressing other bullying incidents. We also talk about bullying and the consequences of their action.”
Officer 18	“Absolutely. Many kids have great rapports with school officers, and many of them do not want to ruin that relationship by bullying others or getting into trouble. Many kids will test their limits to see what they can get away with, but most kids don’t cross the line when they know an officer is only a few doors down the hallway.”
Teacher 1	“To some extent especially in the lower grades. Students are very aware of the safety officer’s presence in our school. At a fifth grade level they have had conversations with him about bullying and are comfortable speaking with him directly or with the guidance counselor in this school.”
Teacher 2	“Unfortunately, no. When bullying occurs during/in school, I believe that it happens very quietly...I think that most of the time the bullying occurs out of school and in too many instances, on social media sites.”

10. In your opinion, what methods are currently being used by the school resource officers to deter bullying from taken place that are effectively working? What, if anything, needs to be altered in regards to handling cases within the school environment involving bullying?

Interviewee	Answer
Officer 1	<p>“During my interactions with the faculty during my time as a school resource officer, I was able to develop different methods that I found to work when handling the students. “I’m not their enemy but if they do something wrong I’m going to make it hard for them. I’m not their parent either”. I found that holding assemblies for entire grades was a proactive approach. Also when students began to become “hot headed” I would have the teachers remove the student from the classroom and sent to my office. I would then allow the student to cool down under my company or I would take the student outside to walk around and cool off. The policy “If you fight in school, your under arrest” diminished a lot of fights that would take place during school hours. Prior to this policy student were just sent home.</p> <p>Changes: If any changes could be made, school resource officers should be included in more meetings with the school officials when dealing with students with mental illness and behavioral issues. Also, school resource officers should be included in administrative meetings so he or she is current in what is going on in the school regarding policies and any changes that are taking place. No, matter what there will always be the two cultures.”</p>
Officer 2	<p>“When it comes to methods of policing for school resource officers, the method that seems to work is verbal contact with the students. If the school resource officer does not want to be there, he or she is going to lack the verbal contact and any type of interaction or communication with the students. The lack of this interaction or communication could result in a lack of trust between the students and the school resource officer. Changes: A hardship that school resource officers face is with the parents. Talking with parents always does not work. This is the case if the parents of the student dislike or do not trust the police. Also this is a problem if the student is actually “the boss” and not the parent. Better communication between the parents, school resource officers and the school administration would help when it comes to policing and protecting the students of crime.”</p>
Officer 3	<p>“The methods that the school resource officers are using are currently working. There is no way to fully prevent crime from taking place within the schools but the resource officers working with the students and building a mentor relationship with the students seems to be the most effective way.”</p>
Officer 4	<p>“There presence alone is deterring violence. However, becoming more like mentors may be beneficial and may reduce more cases of bullying and violence from taking place.”</p>

Officer 5	“Our school resource officer actively works with the schools and students. The officer creates programs, such as football camp, where the participants are involved actively with the officer. There should be more awareness to report any harassment or threats that the students are involved in.”
Officer 6	“Having a school resource officer that interacts with the students on a daily basis is a golden ticket. This interaction allows for the students to feel comfortable around the school resource officer whom in return the students tend to open up about what is going on in their daily life and if any other crimes are taking place on school grounds.”
Officer 7	“Our SRO says that they have a number of speakers and anti-bullying programs each year. He explains that those, along with the mentor program are very successful. For more serious bullying issues, parents are called, the superintendent gets involved, and criminal charges are discussed.”
Officer 8	“Programs need to be developed where the school resource officers have more interaction with the students. These programs could take place during school hours or even after school hours.”
Officer 9	“I believe just having the officer in the school is working to deter bullying by itself, but I believe the method of speaking with classes of the effects bullying can have on students is really helping as well. I personally cannot think of anything that needs to be altered, think everything that our school resource officer is doing is great and is working.”
Officer 10	“One way to deter bullying is to build a level of trust between officer and student. This creates an environment in which the student feels comfortable approaching the officer and confiding in him/her. Another way to deter bullying is to take proactive action by intervening in situations where bullying may be an issue and showing students how to treat everyone with respect and dignity.”
Officer 11	“The SROs run bullying classes which are to inform kids what to look for. It teaches them how to not be a victim or to become a bully themselves.”
Officer 12	“Any program used would require parental involvement. No officer would be able to do it on their own.”
Officer 13	“I think the programs or officers put on such as the summer fit program are helping to reduce bullying because there giving the kids a positive way to release energy and it’s also giving the kids a supervised place to hang out.”
Officer 14	Refer to question 9
Officer 15	“We now have two school resource officers as well as a juvenile officer. The structure currently in place is relatively new and it allows one school resource officer to focus on the elementary schools and the other to focus on the middle school and high school with the Juvenile officer focusing on the high school as well as the

	<p>juvenile court and charges.</p> <p>This hopefully will deter bullying in a number of ways. First, as stated above, having an increased presence in order to foster a stronger relationship with children of all ages will allow for a better flow of communication. It also allows the officers to participate in more extra-curricular activities with the children. As stated previously I believe these are all deterrents to bullying as well as the conventional educational programs for students regarding bullying.”</p>
Officer 16	<p>“School resource officers are raising awareness for many aspects of bullying. They are providing the students with examples of bullying scenarios that have had a great impact on those involved, their families, and on society. For instance the circumstances that have resulted in the victim committing suicide. Students are educated on the available resources that they have, in the case that they become victims of, or witness bullying. In addition, the consequences of bullying will be discussed with the students. What needs to be altered is the level to which officer’s sugar-coat what they tell students. It should be necessary to depict the exact situations that have occurred and what could happen to them if they partake in such behaviors. I say this because I have seen too many juveniles take what law enforcement officials have said with a grain of salt and have not changed their behaviors. Officers have to deal with the same offenders repeatedly. This should not be a circumstance where officers have to deal with the same individuals over and over again. Bullying has become far too common in our society today and it needs to be taken much more seriously.”</p>
Officer 17	<p>“The school and the students need to report it sooner. Sometimes we don’t get the information until it’s the fourth or fifth incident of the bullying. Also there is a hotline for bullying reports; it needs to be advertising it more in the schools. Not just the first day of school.”</p>
Officer 18	<p>“They raise awareness. I speak to some kids who often tell me that they aren’t allowed to bully in school, or that they see kids facing suspension over bullying. In reality, by enforcing the issue, other kids are made aware that bullying will not be tolerated. While the system isn’t perfect, consistency has been the key to making this method work.”</p>
Teacher 1	<p>“I think that the resource officer’s involvement with the youngest students in the school and his presence throughout the school day deter bullying. His willingness to interact with students and teachers also helps.”</p>
Teacher 2	<p>“THS does do its fair share to make the student body aware of bully behaviors and what their responses should be if they are being bullied personally or know someone else who is being bullied. Presentations, movies, guidance programs, and the Access Center are all offered on group and individual levels. I am sure that the</p>

	<p>services offered help many. But in all honestly, the attitude of THS students in general is one of malaise and a blame-someone-else, not-me mentality, no matter what the issue. Most of the time students don't even bother to listen, much less care. They think rules do not apply to them and show no respect for any authority nor do they experience any sort of remorse if given consequences for an action. I think that the bullies are certainly no exception to this. As a teacher, I have run out of fingers on which to count the number of times that I have felt bullied by a student – some as young as 9 or 10 years old. All too often student rights are considered more than teachers'."</p>
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11. What are the protocols for school resource officers when it comes to crimes taking place on the school bus?

Interviewee	Answer
Officer 1	<p>"As a school resource officer, I took care of any crime that took place on the school bus. If there was a fight on the school bus, they just called the school resource officer. However, if the school resource officer was not nearby a patrol cruiser would respond until the school resource officer was able to respond on scene. The bus drivers did not work well with the school. Bus drivers always stated "It's not our job to handle discipline"."</p>
Officer 2	<p>"As a school resource officer, we handle all crimes that are committed from the time the students walk out their front door in the morning until the time the student walks in their front door in the evening. Any crime that takes place at a bus stop, while the student is walking to school or on the bus ride is the responsibility of the school resource officer. A patrol officer will be called to assist the school resource officer, but it is the school resource officers' responsibility to investigate any crimes school related."</p>
Officer 3	<p>"If a crime or problem takes place on a bus, the bus driver radios to the bus station will notify the police. The sector officer of where the bus is located will be sent to the scene. The sector officer will handle the crime or problem on the bus however; the school resource officer will be notified regarding the issued. The school resource officer and school administration will handle the problem together. If needed the school resource officer will also contact me for assistance."</p>
Officer 4	<p>"When crimes take place on the school bus, the sector officer handles the call but then it is referred to the school resource officer"</p>
Officer 5	<p>"I believe that there should be an increase in security on school busses. If the driver of the bus witnesses any bullying, threats or harassment, the driver should pull over immediately and contact their dispatch center so that they can call the situation in. not only is it the job of the driver, students should feel free to report it to the bus driver so proper resources can be provided."</p>
Officer 6	N/A

Officer 7	“I understand that there is a substantial amount of bullying on school buses. I believe that Raynham Association of Volunteers for Education (R.A.V.E) members should try to ride on buses from time to time. Parents could also ride on buses when time permits. It is very difficult for bus drivers to have eyes and ears on every student while safely operating a school bus.”
Officer 8	“If the school resource officer is nearby, he will handle the call but if he is unavailable the sector officer takes the call. The call is then referred to the school resource officer along with the school that the student(s) attend.”
Officer 9	“I think there could be more security on buses for students, but a good bus driver should have control over his/her bus and what happens on it. The extra security they could add is a bus monitor to watch over the students so the bus driver could just focus on driving. They could also add a camera so if anything did ever happen on the bus there would be video that school officials and police could watch to find out exactly what happened and who did it.”
Officer 10	“The presence of police officers on busses would certainly be a deterrent but would probably not be the most efficient way to reduce disturbances on busses. Video cameras have been proven to be effective. Video cameras, coupled with periodic reminders to the students and parents that the cameras are working would be very effective in reducing disturbances.”
Officer 11	“I don’t believe more security is needed on school buses. Although it may reduce the crime and disturbances. Police and security should be a last resort and problems such as disturbances should be handled by the school and the parents.”
Officer 12	“A parent or school resource officer of a bus would most likely lower crimes during transportation. There will always be times; social media, hall passes, lunch, where no one will be present and the juveniles will be on their own.”
Officer 13	“In my opinion I think it all sort a balancing act in allowing the kids to be safe and also allowing the kids to be kids and not constantly in the eyes of the police. That being said I don’t think it’s a bad idea to put an officer on the bus from time to time to interact with the kids.”
Officer 14	“Crime and disturbances that take place on buses are again a school discipline problem and should be handled by the school administration in conjunction with parents.”
Officer 15	“I do believe if more security was available on buses to and from school it would reduce the crime and disturbances that occur on these buses. However, there is a cost and manpower issue that would be prohibitive from every bus having someone assigned to it whether it is a police officer or a school employee. We as a town do not encounter a lot of issues on the buses and the drivers do a good job reporting any issues that occur. For our community I wouldn’t consider it a necessity to have further security on the buses.”

Officer 16	“I think that there should be much more security when students are being transported to and from schools. This is a prime place for bullying and violence to occur. I have heard of many students that have undergone such incidents and have the school administration has not been present to see the situations. Video recording, or bus monitors would be very beneficial, in order to protect victims of bullying and violence and to stop these types of behaviors from continuing. I think that this would decrease the level of crimes that occurs during transportation to and from school, as the students will be aware that they are being watched and aware that there are severe consequences that can come along with their inappropriate actions.”
Officer 17	“Same applies to school bus incidents. Possibility of Arrest, suspension from school and the bus, two reports generated (Boston police/ bps officer), baron center, court complaints / mediation hearing as well.”
Officer 18	“It would be impossible to offer more security on school buses. The best and most practical method with are the implementation of cameras on buses to serve as a deterrent and as a way to catch acts of crime to further investigate.”
Teacher 1	N/A
Teacher 2	N/A

12. Training:

Interviewee	Answer
Officer 1	“When promoting a new school resource officer it’s the chief’s discretion on whether or not you send the new school resource officer to training. There are three levels of certification: Basic, intermediate, and advance. National Association of School Resource Officers (NASRO) also offers two conferences yearly. As a school resource officer, I personally believe that there should be in service training just for the school resource officers however, you run into the financial issues again.”
Officer 2	N/A
Officer 3	N/A
Officer 4	N/A
Officer 5	N/A
Officer 6	“As of now we do not have any training that is available to help in cases involving juveniles.”
Officer 7	N/A
Officer 8	N/A
Officer 9	N/A
Officer 10	N/A
Officer 11	N/A
Officer 12	N/A
Officer 13	N/A
Officer 14	N/A
Officer 15	N/A
Officer 16	N/A
Officer 17	“There is training at the Boston police academy along with other offered trainings from BPS and BPD.”
Officer 18	N/A
Teacher 1	“We are required to do mandated training for civil rights and harassment each year. Another opportunity for training was an in-service about 2 or 3 years ago with representatives from the BSU MARC program speaking to the elementary and secondary schools in the Plymouth School District.”
Teacher 2	Refer to question 10

Appendix B.1: IRB Approval Letter

Date: 8/22/14

To: Dr. Kyung-Shick Choi
Criminal Justice
311M Maxwell Library

A handwritten signature in black ink, appearing to be 'ES', written over the 'From:' line of the letter.

From: Dr. Elizabeth Spievak
Chair, Institutional Review Board

Re: IRB Application – Case #2015008

Your proposal, *The Assessment of Capable Guardianship Measures against Bullying Victimization in the School Environment*, is approved (*expedited*) by the Institutional Review Board. The approval for this project is valid until one year from this date. At that time, if you wish to continue the project, you will need to reapply for approval.

We wish you every success in this research.

ES/dfd

Cc: Heather Correia

Appendix B.2: Letter to Chief of Police

April 1, 2014

To whom it may concern,

My name is Heather Correia, a graduate student from the Criminal Justice Department at Bridgewater State University. I am currently working with my chair Dr. Kyung-Shick Choi, an Associate Professor in Criminal Justice at Bridgewater State University, and George McNeil, a part-time professor in criminal justice at Bridgewater State University also Lieutenant of Randolph, Ma police department, on the completion of my capstone requirement. The capstone project I have chosen to complete is a thesis research project in the area of policing. My thesis research project titled: *The Assessment of Capable Guardianship Measures against Bullying Victimization in the School Environment*, examines the issue of bullying victimization within the school systems. The purpose of this project is to be able to identify what can be done by the school departments in conjuncture with the police departments by using secondary data to reduce the bullying rate in the school systems. By using secondary data, the research has shown the security measures in which the schools participate in that are either effective or non-effective. We are now looking for your help!

In order to receive accurate responsibilities of both participants, we are now seeking the help from the local police departments to receive a general knowledge/understanding of the type of policing that is used in the school systems. We are requesting permission to interview the school resource officer(s) and any officers of your department who work directly with the schools in your city or town. The interview will consist of ten questions, which you can find attached to this letter. The interviews will take place at the convenience of the officers and all information obtained during this interview will only be used for the purpose of this project only. The identification of the officer within the project will be determined upon the request of the police officer. The police officer will have the option to be kept anonymous if so desired. At any time, the police officer has the right to terminate the interview and request all information to be disregarded. The purpose of this interview is for clear description of the current duties and responsibilities of police officers in cases dealing with bullying behavior within the school environment. The information gathered during the interviews will allow us to determine effective ways in which the school officials and police officers can work together to reduce bullying rates within the school environments.

By signing the consent form attached to this letter, you are agreeing to allow your officers to participate in the interview process. All police officers who choose to participate in the interview process will also sign a consent form at the time of the interview. This consent form will outline their rights as a participant in the research. If you have any questions in regards to this research project or the police officer interview process please contact Heather Correia at (508) 269-1971 or by e-mail at hcorreia@student.bridgew.edu.

Thank you for your time,

Heather Correia

Appendix B.3: Taunton Police Consent Form **Consent Form**

I, Edward Walsh give the principal investigator, Dr. Kyung-shick Choi, and co-investigator, Heather Correia, from Bridgewater State University access to Taunton Police Dept. in order to complete their study: *The Assessment of Capable Guardianship Measures against Bullying Victimization in the School Environment*. Only the police officers who have signed the consent form will be allowed to participate in the study. I have read and understand the process of the study along with the rights of everyone involved.

Signature: Date: 5/26/2014

Appendix B.4: Consent Packet for Interview Participants

Rights and Procedures for Participating Police Officers and Teachers

Project Title: The Assessment of Capable Guardianship Measures against Bullying Victimization in the School Environment

Investigator:

Principal Investigator: Kyung-shick Choi Department of Criminal Justice

Co-investigator: Heather Correia Department of Criminal Justice

You are being asked to participate in a project conducted through Bridgewater State University. The University requires your permission to take part in this study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. If you choose to participate in this study you should be given a copy of this form to keep.

1. **Nature and Purpose of the Project:** It has been shown that increased security alone has not had a positive effect on the rate of bullying in schools. This study will empirically test the effectiveness of guardianship and its correlation with the rate and quality of bullying in schools. It will be determined if having formal capable guardianship in the school system will have an effect on the rate of physical and nonphysical bullying. With an increase in guardianship roles, the rate of bullying will decrease. Using a qualitative approach, police officers from local departments will be interviewed. As a result a closer examination of the duties school resource officers in the school environment will be examined. This study will allow not only the school officials but the general public to see how the increased guardianship role may offer a positive effect on the bullying rate in schools.
2. **Explanation of the Procedures:** At this time, you are being asked to participate in an interview regarding the use of police officers as capable guardians in the school environment. The interview will take approximately one hour to complete.
3. **Discomfort and Risks:** There are no risks to taken this interview. If a person feels at risk or any type of discomfort he/she may stop taking the interview and all interview questions that the person has already answered will be destroyed properly.

4. **Benefits:** There are no direct incentives to the interviewees. At the conclusion of this project, the society as a whole will be able to see effective ways in which the school officials and police officers can work together to reduce bullying rates within the school environments.
5. **Confidentiality:** By using a qualitative approach, interviews will be conducted. Only the immediate research team will have access to the interview data. The identification of the officer within the project will be determined upon the request of the police officer. The police officer will have the option to be kept anonymous if desired.
6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the university or the police. Anyone who agrees to participate in this study is free to withdraw from the study at any time without penalty.

ANY QUESTIONS REGARDING THE CONDUCT OF THE PROJECT OR
QUESTIONS PERTAINING TO YOUR RIGHTS AS A RESEARCH SUBJECT OR
RESEARCH RELATED INJURY SHOULD BE BROUGHT TO THE ATTENTION OF
THE IRB ADMINISTRATOR AT PHONE NUMBER (508) 531-1242.

ANY QUESTIONS ABOUT THE CONDUCT OF THE RESEARCH PROJECT
SHOULD BE BROUGHT TO THE ATTENTION OF THE PRINCIPAL
INVESTIGATOR: Dr. Kyung-shick Choi

TELEPHONE: 508-531-2566 E-mail: kyungshick.choi@bridgew.edu

Consent Form

After reading and listening to the details of the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation, I have chosen to be a participant in the study, *The Assessment of Capable Guardianship Measures against Bullying Victimization in the School Environment*.

Print Name

Date

Signature