# Native American Training Series

# Partners

Office of Community Oriented Policing Services, U. S. Department of Justice

Upper Midwest Community Policing Institute

Community Safety Institute

# NATS Program History

- For a decade, the COPS Office has provided tribal policing grants, trainings, and technology

- Insufficient use of training materials by Native American communities

- **COPS Native American Training Series** is designed to increase utilization of existing training programs, and institutionalization of community policing in tribal communities

# NATS Goals

1. Review previously-published COPS Office materials for those appropriate to modify to meet Native American needs

2. Based on selected materials, develop a new informational series tailored to Native American communities

3. Develop a methodology to deliver the **COPS Native American Training Series** to tribal policing agencies and their community partners

# Native American Training Series II Resources

- Train-the-Trainer course

- COPS NATS II Implementation Guide

- COPS NATS II Toolkit

- Law Enforcement-based Curriculums

- School-based Overview

# COPS NATS II Training Programs

- *School Crime*
- *Bullying in Schools*
- *School Safety – Culture*
- *Gangs*
- *School Resource Officers (SRO)*
- *Early Intervention Systems*

# Role of the Tribal Trainer

- Refine the curriculum and materials to meet specific needs

- Learn all training programs and materials

- Mobilize community stakeholders, tribal leaders, and law enforcement officials

- Empower community and tribal leaders

# Tribal Blessing/Ceremony

# Introduction to Community Policing

## Tribal Law Enforcement Training

## Module I

# Community Policing Defined

*Community policing is a philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.*

**Office of Community Oriented Policing Services (COPS), U.S. Department of Justice** 10

# Community Policing Elements

o Community partnerships

o Organizational Transformation

o Problem Solving

# Community Partnerships

*Collaborative partnerships between the law enforcement agency and the individuals and organizations they serve, to develop solutions to problems and increase trust in police.*

# Organizational Transformation is…

*The alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving.*

- Agency Management

- Organizational Structure

- Personnel

- Information Systems (Technology)

# Problem Solving

**The process of engaging in the proactive and systematic examination of identified problems to develop and rigorously evaluate effective responses.**

This involves:

Scanning

Analysis

Response

Assessment

# Community Policing Philosophy

*Community policing is about being proactive and taking positive steps to create a safer, more secure community, rather than simply responding to crime and other incidents as they happen in the community.*

Images courtesy of Lamar and Associates
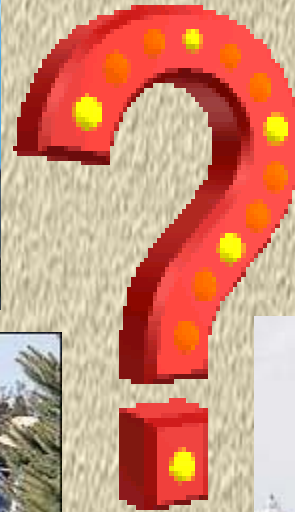
# **School Crime and Violence**

**Tribal Law Enforcement Training**

**Module II**

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# School Safety Issues



- Shootings
- Bullying
- Gangs
- Drugs
- Custody issues
- Environmental concerns

# Deadliest Attack on an American School?

# Red Lake, MN
## March 21, 2005

- Killed his grandfather and grandfather's companion
- Stole grandfather's police weapons and squad car
- Killed unarmed security guard and teacher
- 7 killed, 5 injured at Red Lake Senior High School
- Committed suicide after rampage



**Jeff Weise**

# Safety Drills

- Shelter-in-place
- Lockdown
- Evacuation
  - On-site
  - Off-site
  - Primary
  - Secondary

# Drills help to. . .

- Clarify roles and responsibilities

- Improve interagency coordination

- Find resource gaps

- Develop individual performance

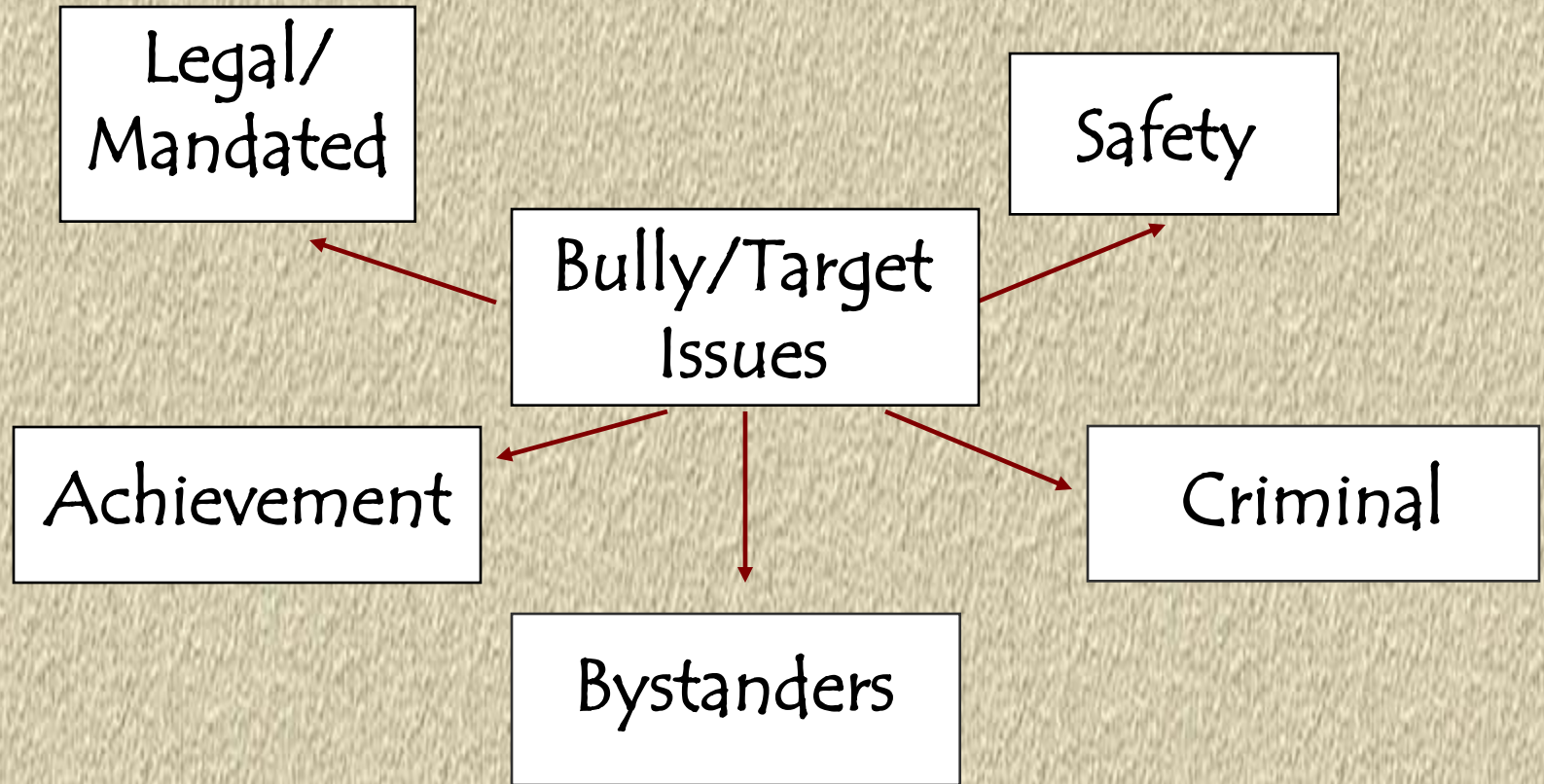- Identify opportunities for improvement



**TEST THE PLAN !**

# What is an "Active Shooter"?

- One or more individuals armed with firearms who have been shooting and continue to shoot even in the presence of police.

- May be mobile and are usually willing to fire upon unarmed citizens and exchange gunfire with police

- Engaging in uncontained activity causing death and serious bodily injury, or posing risk of death or serious injury to potential victims.

# **Bullying in Schools**

## Tribal Law Enforcement Training

## Module III

# Activity #1 - Issues

Legal/ Mandated

Safety

Bully/Target Issues

Achievement

Criminal

Bystanders

**Why is it important that we address bully/target issues in the learning environment?**

# Crime Problems Related to Bullying

- Assaults (minor or major)
- Extortion
- Sexual Offenses
- Shootings/Murder
- Stabbings
- Threats
- Theft
- Vandalism

# Defining Bullying

Bullying has two key components: *repeated harmful acts,* and an *imbalance of power.*

It involves:

- The willful, conscious desire to hurt, threaten, or frighten someone
- Targeting someone for repetitive negative actions
- An imbalance of power
- A pattern of behavior

# Types of Bullies

- **<u>Physical</u>** – action-oriented

- **<u>Verbal</u>** – uses words to hurt or humiliate

- **<u>Relational</u>** –convinces peers to reject or exclude others

# Designing an Effective Anti-Bullying Strategy

- Enlisting the school principal's commitment and involvement.
- Using a multifaceted, comprehensive approach, for example:
  - Establishing a school wide policy addressing bullying
  - Providing guidelines for teachers, staff, and students
  - Educating and involving parents
  - Adopting specific strategies for dealing with bullies and victims
  - Encouraging students to report bullying
  - Developing a comprehensive reporting system and conducting post-intervention surveys

# Designing an Effective Strategy, cont.

- Using the "whole school" approach
- Increasing student reporting of bullying
- Developing activities in less-supervised areas
- Reducing the amount of time students can spend unsupervised
- Monitoring areas where bullying can be expected

# Solutions/Responses

- Graduated system of services and sanctions utilizing multiple community-based resources

- Services and sanctions tailored to meet individual needs

- School taking leadership role but multiple specialized providers

- Established formal guidelines utilized to ensure fair and equitable treatment

# School Safety - Culture

**Tribal Law Enforcement  Training**

**Module IV**

# Culture is…

- Attitudes

- Behaviors

- Beliefs

- Values

- Ways of doing things

- Shared characteristics

# Five Key Elements

- Active leadership
- Ongoing involvement
- Roles and responsibilities
- Multi-level training
- Assessment and evaluation

# Maintaining a School Safety Culture

- Safety audit
- Closed campus
- Supervised access
- Reduce class size
- Monitor grounds
- Coordinate with police
- Keep campus clean and maintained

- Identify safe areas
- Adjust traffic flow
- Prohibit congregating
- Increase visibility
- Stagger lunch and dismissals
- Implement school uniforms

# Opportunities for Student Involvement

- Campus Safety Teams
- School media
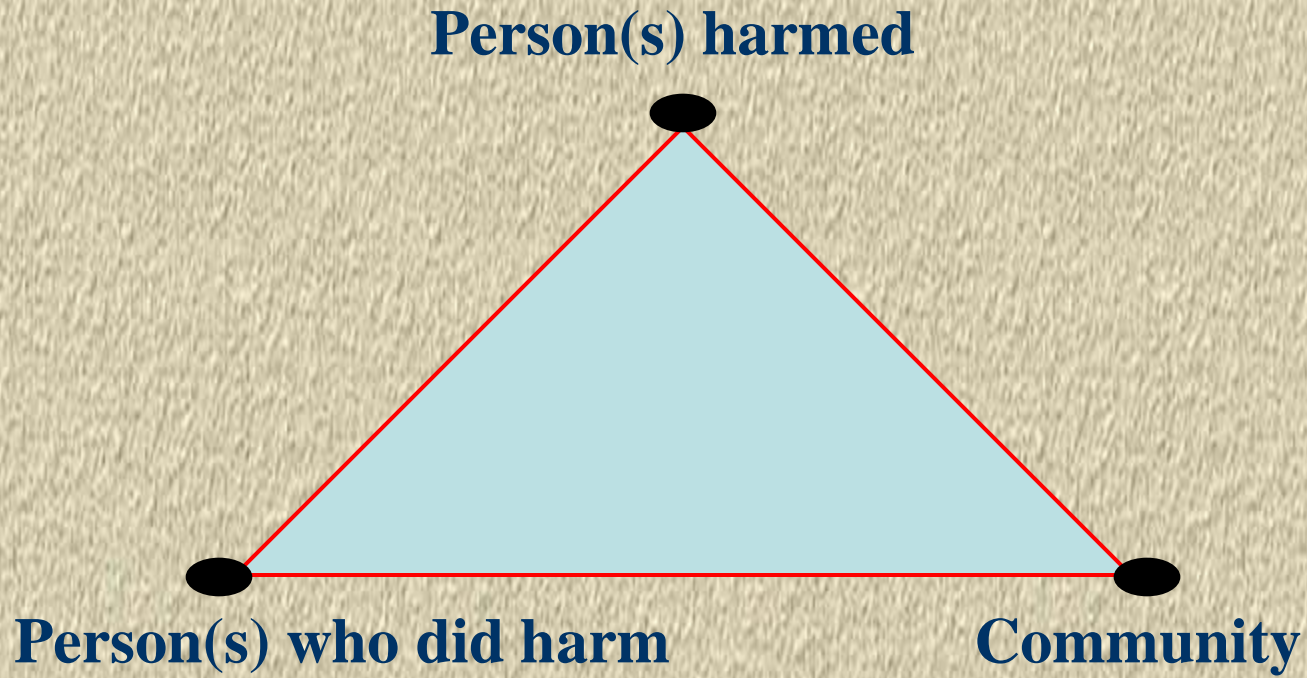- Safety bulletin boards
- Club participation

# **Violence Prevention Programs**

Adopt a proactive curriculum to encourage good behaviors and prevent violence.

# Restorative Process

Person(s) harmed

Person(s) who did harm

Community

Conflict/problem/harm done :
- talk it through
- identify solutions
- restore order

# Gangs

## Tribal Law Enforcement Training

## Module V

# Defining Youth Gangs

- Claims a turf or territory
- Commits crime together
- Has a leader or several leaders
- Has a name
- Displays or wears common colors or other insignia
- Hangs out together

# Types of Criminal Gangs
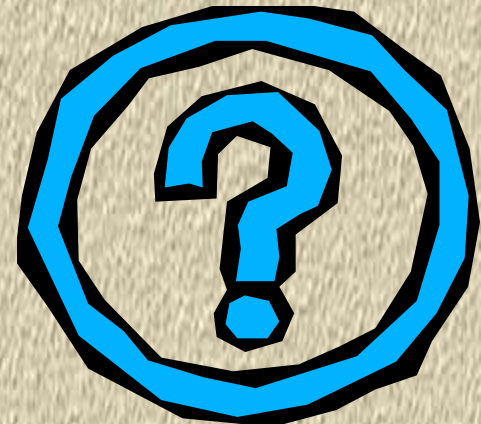
Traditional "turf-based" gangs

Goal-oriented gangs

Violent/hate gangs
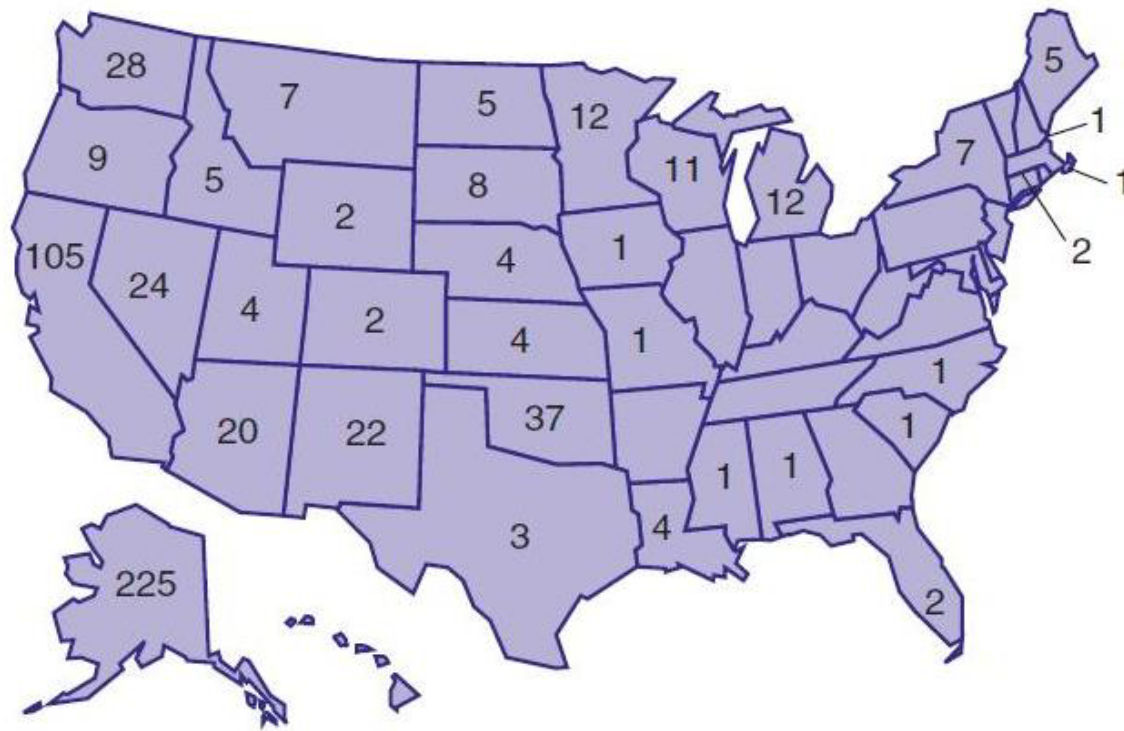
# Why do kids join gangs?

**Risk Factors**

- Negative life events
- Positive values about drugs/ availability of drugs
- Association with delinquent peers
- Low school commitment

# Youth Gangs in Indian Country Survey



Figure 1: Number of Federally Recognized Indian Communities in the United States, 2000, by State

Source: Tribal enrollment list from the Bureau of Indian Affairs, submitted to NYGC in 2001.

# Strategic Responses

**Delinquency Prevention**

- Development of social skills
  - Providing opportunities for use of these skills
  - Recognizing youth for successfully implementing these skills

# Strategic Responses

## Addressing Substance Abuse

*Programs that have proven successful in Indian communities:*

- **Strengthening Families Program**
  - Children's skills program
  - Parent training program
  - Family skills training program

- **Preparing for the Drug Free Years (PDFY) program**
  - Decreases problem behavior among teens by improving parenting practices

- **Midwestern Prevention Project**
  - Addresses the use of gateway substances among low and high-risk seventh and eighth graders

# A Continuum of Programs

- Reducing, controlling, and preventing crime by and against tribal youth
- Providing interventions for court-involved youth
- Improving tribal juvenile justice systems
- Providing alcohol and drug-use prevention programs

# **School Resource Officers**

**Tribal Law Enforcement Training**

**Module VI**

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# What is an SRO?

A proactive, community-oriented police presence within the schools to reduce violence and disorder, provide a positive influence for students, and allow officers to remain aware of current trends common to younger citizens.

# SRO Roles

- Law enforcement officer

- Law-related educator

- Problem solver

- Mentor

- Community liaison

# Role of SRO in Today's Schools

- Police officer vs. Educator

- How has the role changed?

- Does it differ between:

  – Schools?

  – Jurisdictions?

  – Urban vs. suburban vs. rural?

- Next step in evolution?

# Role of SRO
# in Today's Schools

- As a classroom instructional resource

- As a police officer

- As a mentor and role model

- As a legal resource

- Liaison between school and LE agency

# Role of SRO: Information Sharing and FERPA

- Student information
- Student arrest information
  - School based
  - Community based
- Neighborhood-based crime information
- Criminal intelligence information
  - Gangs
  - Drugs

# **Early Intervention Systems**

**Tribal Law Enforcement Training**

**Module VII**

# Warning Signs

▲ Early

▲ Imminent



Warning signs are almost always present

# Early Warning Signs

- Social withdrawal

- Excessive feelings of isolation, rejection

- Being a victim of violence

- Low interest in school/ poor academic performance

- Expression of violence in writing and drawings

- Uncontrolled anger

- Patterns of hitting, intimidation, bullying behaviors

- History of discipline problems

# Imminent Warning Signs

- Serious physical fighting with peers or family members

- Severe destruction of property

- Severe rage for seemingly minor reasons

- Detailed threats of violence

- Possession/use of firearms

- Self-injurious/suicidal behaviors

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# Preventing Youth Violence

# Collecting Data

- Ask relevant questions
- Identify existing sources of data
- Identify needs and methods for gathering data
- Integrate data and draw conclusions

# Southern Ute Survey

Criminal victimization survey to collect:

- Information on prevalence and characteristics of crime and victimization occurring on the Reservation

- Perceptions about crime in general

- The role of alcohol and drug use in victimizations

- Victims' reports of crimes to police

Southern Ute Indian Tribe

# The SARA Model
# for Problem Solving

**Scanning**

**Analysis**

**Response**

**Assessment**

# Youth Violence Prevention Strategies

- Parent- and family-based strategy
- School-based social-cognitive program
- Mentoring program
- Home visiting

Image courtesy of Lamar and Associates

# Family-based Strategy

*Image courtesy of Lamar and Associates*

# Social-Cognitive Intervention: Skills

- Negotiation, critical thinking, decision making
- Identifying, managing, and coping with feelings
- Anticipating the consequences of aggressive verbal and nonverbal behavior
- Finding nonviolent alternatives to conflict
- Moral reasoning

# Summary

- ***Introduction to Community Policing***
- ***School Crime***
- ***Bullying in Schools***
- ***School Safety – Culture***
- ***Gangs***
- ***School Resource Officers (SRO)***
- ***Early Intervention Systems***