

# Angry children with ammo assignment

Law



Angry Children with Ammo Constance M. L. Stevens Columbia Southern University Historically school crime has not generated serious concern in the eyes of the public or policy makers, but over the past 20 to 30 years it has changed drastically. In the sass and sass reports of increased school disorder became more frequent, in the sass there were many school shootings that were covered widely by the media.

As a result of these school shootings, school officials and criminal Justice officials have increased their attempts at making schools safer and implementing various security leslies to include the use of metal detectors, video surveillance, transparent or mesh backpacks, zero tolerance policies, and assigning police officers to schools. The newest security attempt is adding the assignment of police officials which is significant because they are authoritative figures in the school environment.

If children knew that there were weapons on campus to protect other students and that there were trained personnel who knew how to use them, they might be less likely to carry out a school shooting or another type of violent situation. If school lenience is to be contained, then there are additional disciplines that need to be instilled. This discipline needs to start with the family and then radiate towards school and other public places.

Children need to be taught that all of their actions come with consequences and unless they are willing to accept the consequences for their actions, then they should truly think about what they are doing and the long- term effects beforehand. In the past, misbehavior of students had always been handled by their teachers and other school administrators. School police

officers are trained to handle situations that the teacher and school officials are not.

Even though having police officials at school is becoming increasingly popular, it is unclear if they are increasing student safety as there are not many reports that measure the impact of having police officials in a school environment. Each day, parents and guardians send their children to school to learn; instead their children are confronted with violence in the form of their schoolmates and put in dangerous situations, often involving guns or other weapons. Sadly, a gun or other weapon is more likely to be considered more intimidating than someone's fists.

Imagine arriving at school and being afraid of what is going to happen today. Many children are faced with this exact situation daily. School should be a place where one can send our children and have a sense of security and not have to worry if today they're going to be involved in a violent gun incident. Therefore, a high security approach should be taken to ensure this country's children's safety, such as hiring police or armed guards, metal detectors, and locking all entrances and exits and only using a select few doors that are continually monitored.

The Problem Understanding School Violence (2012) was published by the Centers for Disease Control and Prevention (CDC). The author was not listed but this document was published by the CDC. The fact sheet first explains what school violence is to give the reader an overall sense to what is categorized as school violence. The fact sheet then goes on to describe why school violence is a growing health concern in the United States' schools.

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School associated deaths do not occur too often, and on an average of less than 2% of student deaths actually happen during school or on school rounds (Centers for Disease Control and Prevention, 2012). The fact sheet continues on to discuss how school violence affects an adolescent's health. In this fact sheet the CDC states that the injuries to these youths can be both physical and mental. This fact sheet also briefly covers what type of students could be at risk for school violence.

Some of the factors used to categorize include students who have been involved in violent situations before, students who abuse alcohol, drugs, or tobacco, dysfunctional family, and students who hang out with the wrong crowd. The fact sheet gives the CDC's four-step approach to address the issue of school violence: 1) Define the problem 2) Identify risk and protective factors 3) Develop and test prevention strategies 4) Ensure widespread adoption (Centers for Disease Control and Prevention, 2012).

The last topic listed on the fact sheet goes in depth about CDC activities that can help prevent school violence. Statistical Information School -Associated Student Homicides United States, 1992-2006 (2008) did not list an author but the article was published by the CDC. Equally important to the problem is the statistical information. This article covers statistics about school-associated homicides in the United States during the timespan of July 1992 through June 2006.

The data that was collected by the School-Associated Violent Death (SAVE) study was actually analyzed by the CDC to write this article. The report conducted by the SAVE study had three limitations: 1) the cases had

to have been recognized by the news or other media reports 2) the cases could only include student who attended a private or public school 3) due to the lack of data from the National Center for Health Statistics (INCH) from 2004 to 2006 the ration of homicides n school-aged children that were school associated (Centers for Disease Control and Prevention, 2008).

The second article referenced, School Violence: Data & Statistics (n. D. ) actually pulled some of the data and statistics from the article reference above, School -Associated Student Homicides United States, 1992? 2006 (2008). This article states that they gathered information from many external sources and analyzed their data so as to get several sources and a more rounded understanding of school violence altogether. Some of this data had been collected from the Indicators of School Crime and Safety (report published by U. S.

Department of Education and Department of Justice), School Health Policies and Program Study (SHIPS), Youth Risk Behavior System (CDC bi-annually nationwide survey), and Youth Violence National and State Statistics at a Glance (website with statistical data). There are four fact sheets embedded in this article that go more into depth about understanding and origination of school violence. Statistical Charts Table Figure Children at Risk e too n source that was used as a reticence was a bulletin written by Jennifer Shaffer and Barry Rubric. This bulletin published by the U. S. Department of Justice,