

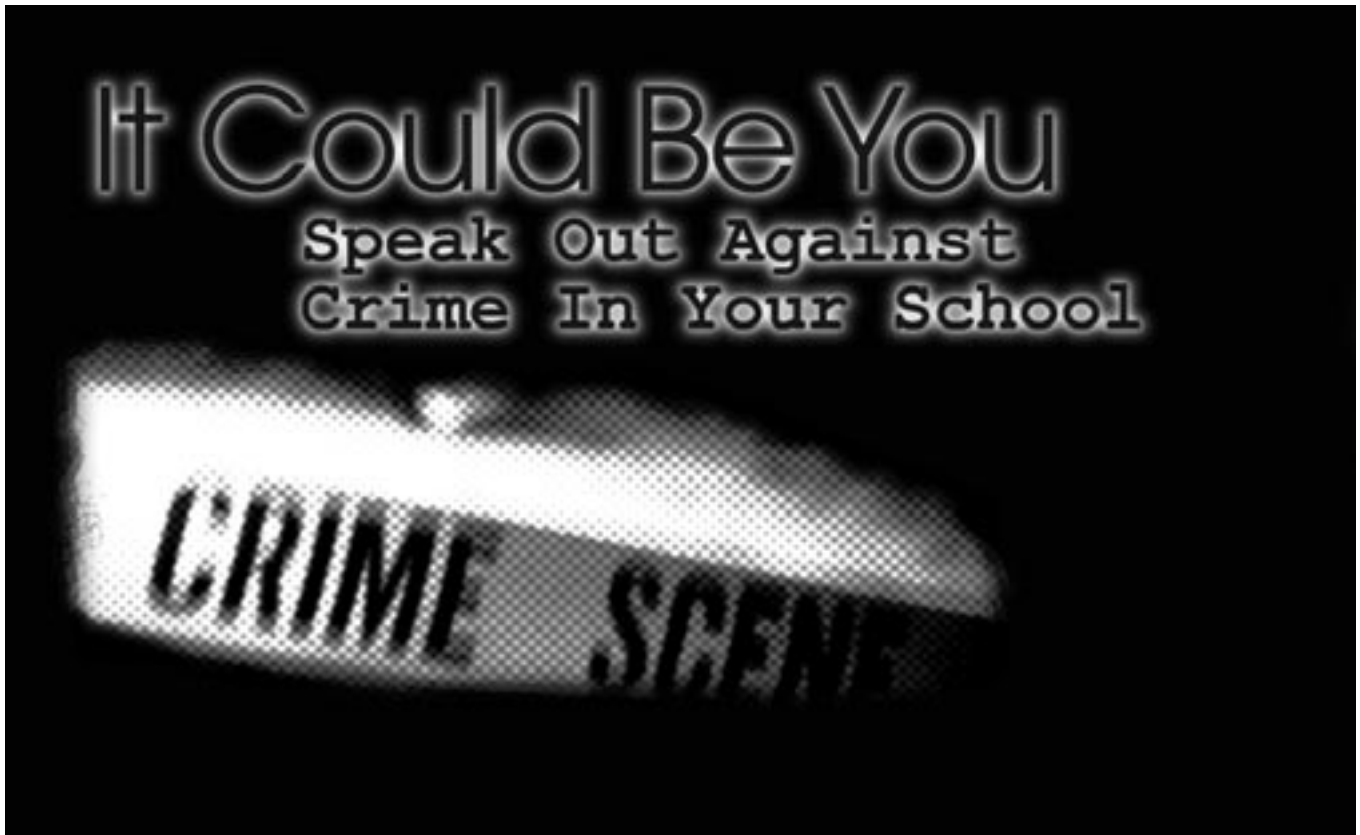
TEXAS YOUNG LAWYERS ASSOCIATION  
PRESENTS

# It Could Be You

Speak Out Against  
Crime In Your School



# CURRICULUM GUIDE



**A project of the Supplemental School Projects Committee of the Texas Young Lawyers Association**  
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# Implementation Guide

## A. Purpose of *It Could Be You!*

The *It Could Be You!* curriculum is designed to help students think about and make the right choices in situations involving negative peer pressure, which they may encounter in middle school and high school. It is also designed to inform students about possible consequences they, their peers, and their school may face if they make the wrong choices. The program is not designed to address the consequences and punishment for the commission of a crime. However, the materials do contain a discussion about juvenile crime and possible penalties.

When presenting this program, please focus on the following:

- Introduce the idea of the school as a community that relies on students, teachers, and staff to keep everyone safe and healthy;
- Empower each student to have confidence in making the right choice despite peer pressure;
- Help students understand how their decisions can affect others positively and negatively; and
- Reinforce the idea that making the right choice will have a positive impact on the student, the student's family, the school, and society.

## B. How to use this curriculum

1. Day before class: Distribute the crime survey included in this booklet and ask each student to fill it out before the next class period. This is not mandatory but helps to facilitate discussion.
2. At the beginning of the class, have the students identify persons they trust. Use the form provided in this curriculum.
3. Introduce and play the *It Could Be You!* video as instructed below.
4. Lead a discussion about the behaviors the students witnessed in the video and their reaction to what was portrayed.
5. Discuss the results of the crime survey taken by the students. Include in the discussion: possible consequences of the behavior; possible ways to have prevented the crime (or the reporting of the crime); reasons why someone might not intervene or report a crime; and ways that a student may report potential crimes to school officials.
6. Help each student develop a plan for doing his/her part to make the school a safer place.
7. Display the poster and brainstorm with the students further things they can do as a group to make their school safe.

## C. Testing on the Material

This project does not require student testing on the material covered. However, if an instructor wishes to grade the

students on the curriculum, the students' work and participation in the interactive portions can be used for grading purposes. The Juvenile Justice portion of the Resource Section, which is found in Section V of this curriculum, might also be used for testing purposes.

## D. Other Materials

*It Could Be You!* is designed so that an educator can use the materials without the assistance of a volunteer lawyer. Much of the material contained in this guide is for reference purposes. If you are interested in teaching students about the consequences for committing a crime, please call TYLA and ask for the *Crossing the Line* program or log on to [www.tyla.org](http://www.tyla.org).

## BEFORE YOU START THE PROGRAM

If possible, the instructor should distribute the crime survey one day or class period before the video presentation. The instructor and/or volunteer lawyer may wish to review some of the statistics presented at the end of this curriculum.

## SET UP THE VIDEO . . . IT'S A MATTER OF TRUST

Ask the students to tell you whom they trust the most in school (for example, friend, teacher, counselor, coach, principal, etc.). Record their answers on the board. Now ask the students to turn to their neighbor and together rank the people who they trust on a scale from 1 to 5 with 1 representing who they trust the most. More than likely the number one position will be their friends or their parents. This discussion can be used to introduce the video.

## PRESENT THE VIDEO

The instructor or the volunteer lawyer should prepare the students for what they will see. The video depicts three types of illegal activities that occur all too frequently on school campuses across the state. The first involves the sale and use of drugs at school, then the possession of a weapon and finally the planning and carrying out of a drive-by shooting by a gang. In each case, someone witnesses the criminal acts or is in a position to stop the crimes before they happen. Ask the students to think about what they would do and what they would want their classmates to do if faced with these issues.

One of the primary reasons why students are reluctant to report crimes is possible retaliation. It is important that they know that crimes can be reported anonymously. This is the focus of the final part of the video during the planning of the drive-by shooting. A resource section on juvenile justice has been provided at the end of this curriculum guide to assist the presenter with specific legal information on juvenile crimes.

## SHOW VIDEO

Play the entire 28 minute video. Alternatively, the curriculum can be broken into three parts, consistent with the three main themes in the video (drug use, weapons possession and planning for a drive-by shooting).

## DISCUSSION OF VIDEO

After the students have watched the entire video, or at the conclusion of each main segment in the video, the instructor and/or volunteer lawyer should lead a discussion about the events depicted in the video. You may choose to divide the class so that more students can participate in the discussion. The discussion should not dwell on the criminal penalties that Laura, David or the Mechanicos face for their crimes. Instead focus the students on the choices faced by the different witnesses. Possible questions to ask the students after each situation:

Laura, Rebecca and David:

- How many agree with what Rebecca did to stop Laura from taking the drugs?
- Should Rebecca have reported Laura to the principal or police?
- If Laura had been drinking alcohol on campus instead of taking pills, how many of you would agree with what Rebecca did? What's the difference?
- If Rebecca had done nothing, could she be held responsible in some way for Laura's death and the death of other students during the school shoot-out?
- Are David's friends criminally liable if they participate in the planning of the school shooting?
- Should David's friends have reported him once they saw that he had a gun on campus?
- Did Rebecca do the right thing by immediately reporting David's gun to the school coach? What else could she have done?

Mechanicos and North Park Boys:

- Did Drew make the right decision to report the planned drive-by shooting?
- In reporting the planned drive-by, does it make a difference whether he knows whose house is involved (in this case, Carla Sizemore)?
- Is fear of retaliation a legitimate concern in your school? Can you report crimes anonymously?
- During the drive-by shooting, are all of the passengers in the vehicle as equally responsible for property damage and injury to a person as the shooter?

General Questions:

- Why would someone choose not to report illegal activity at school?
- Who would you report these crimes to? Is there a way at your school to do it without anyone knowing?
- What happens if you falsely report a crime?

It is also important that the students understand that they should use the same diligence and effort to report crimes that they see off-campus as well as on-campus. Many of the examples that the students will relate to have occurred in their neighborhoods as well as at school.

## PRESENTATION OF POSTER TO THE CLASS

After presenting the poster to the class, discuss how the students can make a difference to the threat of violence in their school. Remind the students that schools in general are safe and getting safer, but that they can help make their school even more secure. They should know that their school is like a community and everyone must work together for the common good.

Challenge the students to make a difference in their school. Ask them to think of ideas as to how they can play a role in making the school and their community a safer place to live. Possible options include:

- Start a Crime Stoppers program in the school
- Create a PR campaign to reduce violence in the school
- Have upperclassmen mentor incoming freshmen to ensure they stay away from people of negative influence

## OPTIONAL DISCUSSION MATERIALS

Section V of this curriculum provides a Resource Section for Juvenile Justice, which provides information on legal consequences for juvenile crimes. The presenter may raise additional issues/questions with the students from this resource portion of the curriculum guide, including discussions about some of the statistics presented. The presenter may also want to discuss some of the statistics presented in the Resource Section. For further information on crime trends in schools, the instructor or volunteer lawyer may wish to review the 2002 "Indicators of School Crime and Safety" (<http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs02.pdf>) prepared jointly by the U.S. Department of Education and the U.S. Department of Justice.

Crime Survey  
**DID YOU SEE THAT?**

Think about what you have seen at your school.

Record the number of times you have observed these actions occurring in your school or neighborhood in the past 6 months.

<b>Number of times observed</b>	<b>Type of Event</b>
_____	Assault of a student
_____	Assault of a school employee
_____	Theft of property
_____	Vandalism of property
_____	Buying of stolen property
_____	Drug or alcohol use
_____	Purchase of drugs
_____	Possession of a weapon
_____	Student under the influence of drugs or alcohol
_____	Sexual assault

# *Who Do You Trust?*

**If you have something very important to tell someone, who do you tell?**

**Who do you go to for advice?**

**Do you trust your family, friends, teacher, principal, police?**

**Name below the people that you trust:**

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# IT COULD BE YOU! SPEAK OUT AGAINST CRIME IN YOUR SCHOOL

## CORRELATION OF TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

### Social Studies—Grade Eight

#### U. S. History:

- 8.20 D *The student will identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries.*

#### Government:

- 15 A *The student will explain the difference between personal and civic responsibilities.*
- 15 C *The student will evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good.*
- 17 C *The student will express and defend a point of view on an issue of contemporary interest in the United States.*
- 23 A *The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.*
- 23 B *The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.*

#### Psychology:

- 2 A *The student will predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit.)*
- 2 B *The student will evaluate the predicted outcomes of given courses of action in particular situations based on an understanding of the development of morality.*
- 15A *The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.)*
- 15 B *The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.*

- 15 C *The student will participate in conflict resolution using persuasion, compromise, debate, and negotiation.*

#### Sociology:

- 1 B *The student will evaluate role conflicts and methods of resolution that may occur among individuals and groups.)*
- 2 A *The student will compare the roles of group membership in various formal and informal groups.*
- 8 C *The student will evaluate different communication techniques, including propaganda and advertising, used to influence perceptions, attitudes, and behaviors of persons and groups.*
- 14 B *The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.*
- 16 A *The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.*
- 16 B *The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.*
- 16 C *The student will participate in conflict resolution using persuasion, compromise, debate, and negotiation.*

#### Special Topics:

- 1 B *The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.*
- 1 D *The student will support a point of view on a social studies issue or event.*
- 3 A *The student will use a problem-solving process to identify a problem, gather information, list*

*and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.*

- 3 B *The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.*

### **High School U. S. History:**

- 24 B *The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.*

### **Trade & Industrial Education B**

- 3 C *The student will demonstrate knowledge of the structure of the American court system.*

### **Health B—Grades Seven & Eight:**

- 5 A *The student will analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries.*
- 5 H *The student will explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances.*
- 5 J *The student will identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities.*
- 5 K *The student will apply strategies for avoiding violence, gangs, weapons and drugs.*
- 5 L *The student will explain the importance of complying with rules prohibiting possession of drugs and weapons.*
- 7 A *The student will analyze positive and negative relationships that influence individual and community health such as families, peers, and role models.*

- 7 B *The student will develop strategies for monitoring positive and negative relationships that influence health.*

- 10 A *The student will differentiate between positive and negative peer pressure.*

- 10 B *The student will describe the application of effective coping skills.*

- 10 D *The student will summarize and relate conflict resolution/mediation skills to personal situations.*

- 10 E *The student will describe the effects of stress on personal and family health.*

### **Grades Nine & Ten:**

- 7 C *The student will develop strategies for preventing use of tobacco, alcohol, and other addictive substances.*

- 7 D *The student will analyze the importance of alternatives to drug and substance use.*

- 7 E *The student will analyze and apply strategies for avoiding violence, gangs, weapons, and drugs.*

- 7 F *The student will analyze strategies for preventing and responding to deliberate and accidental injuries.*

- 8 A *The student will evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends.*

- 13 A *The student will demonstrate communication skills in building and maintaining healthy relationships.*

- 13 D *The student will evaluate the effectiveness of conflict resolution techniques in various situations.*

- 15 B *The student will demonstrate empathy towards others.*

- 15 C *The student will analyze ways to show disapproval of inconsiderate and disrespectful behavior.*

# RESOURCE SECTION

## A. Juvenile Justice

- The basis of Texas juvenile law is Title 3 of the Texas Family Code. However, the Juvenile Code refers to the Texas Penal Code and the Texas Code of Criminal Procedure to govern much of the procedure in a juvenile case.
- A person falls under the juvenile justice system if he/she commits a crime after his/her tenth birthday and before the age of 17.<sup>1</sup>
- Juvenile penalties range anywhere from counseling and community service, to commitment to the Texas Youth Commission until the age of 21, or even to possible prison time once the child is 17 years of age.<sup>2</sup>
- Why is it important to know what the law is and to make sure the law is obeyed?

—People often commit crimes that they did not know were crimes. For example, toilet papering someone's yard is criminal mischief or crank calling is telephone harassment.

—When children commit criminal offenses, it can affect the rest of their lives.

- How failing to report can affect a person's life:

**Party to an offense.** Decisions a child makes today will affect his/her entire life. If a person fails to report a crime and is found to have encouraged the crime, he/she is just as guilty as the person who committed the offense under the law of parties.<sup>3</sup>

**Permanent Record.** A juvenile's record is no longer automatically sealed at age 18.<sup>4</sup> If a child is found guilty of a crime, the conviction will most likely be on his/her record for the rest of his/her life, which makes it much harder to:

—Go to college;

—Get a job;

—Get a driver's license and a car; and

—Find friends (how many parents would let their child be around another child who has been involved in a crime?)

- Punishment Ranges – Punishment depends on how serious the offense is.<sup>5</sup>

—A child under the age of ten cannot be placed on probation, but there are programs and counseling available for the very young offenders.

—Minor, first time offenses usually merit six months of informal or deferred probation or six months of regular court-ordered probation.

—Some offenses are so bad, children are placed into the Texas Youth Commission the first time they commit a crime. The Texas Youth Commission is a state facility, very much like state prison, but for youthful offenders.

—If a child is 14 or 15 years of age and the offense is bad enough, the child can be certified as an adult and put in jail for many years.<sup>6</sup>

—Determinate Sentencing- Instead of certifying a child as an adult, the court can require that the child be adjudicated and placed on juvenile probation or sent to the Texas Youth Commission, then transferred into the adult system at the age of 18. This means that a child can go to prison for a juvenile offense.<sup>7</sup>

—Most offenses fall somewhere in between minor and severe punishment ranges and the child is usually put on long-term probation, or in a boot camp or other long-term detention facility for varying lengths of time.

- Crimes:

—Ask the students to name some crimes.

—Ask what kinds of punishment the students think a child should receive for the crimes named. (Allow the students to discuss crimes that they are familiar with and what would be an appropriate punishment for those types of crimes.)

- Crimes students may not know about:

### Theft / Stealing<sup>8</sup> —

—It is a crime to steal from stores, from friends, and even from parents.

—A child can be arrested and put in detention for taking a friend's watch or taking money out of his/her mother's purse without asking, taking a parent's car for a joy ride without permission, or riding in a car a friend has taken without permission.

—Depending on what a child steals and whether he/she has committed other crimes, he/she will at least be put on probation and can be put into long-term detention, boot camp or the Texas Youth Commission for up to a year.

### **Drugs and Alcohol<sup>9</sup>—**

- What drugs are illegal? (Allow students to discuss what they think illegal drugs are.)
  - Marijuana
  - Prescription pills not prescribed to the person who takes them
  - Spray paint or other over-the-counter items used for the intended purpose of “huffing”
  - Alcohol, if it is in the possession of a minor
- “Drug Free Zone” – What is the significance? – A person will receive increased punishment if he/she is caught with drugs anywhere near a school or playground.
- Taking or borrowing medicine without a prescription is illegal. Therefore, a person may be punished for taking a friend’s medicine or giving a friend his/her medicine.
- Being in a car with someone who has drugs is illegal. The drugs only need to be within a person’s reach. A child may be punished even if he/she didn’t know the drugs were in the vehicle.
- Possession of alcohol by anyone under the age of 21 is illegal even if the person did not drink the alcohol.
- If a child is in possession of alcohol and with a person over the age of 21, the adult will be charged with Making Alcohol Available to a Minor even if that person did not give the child the alcohol.
- If a person drinks and drives, he/she can be charged with Driving Under the Influence. If a person gets into an accident and kills someone after he/she has been drinking, that person can be convicted of Intoxication Manslaughter and sent to prison.

### **Sexual Assault<sup>10</sup>—**

- What happens when one child sexually assaults another child?

—There are several types of sexual assault offenses with which a juvenile may be charged.

#### **Aggravated Sexual Assault**

- forcing another to engage in sexual intercourse and:
- the victim is 14 years of age or under and is more than three years younger than the perpetrator; or
- the perpetrator causes serious bodily injury to the victim or another or places the victim in fear that death, serious bodily injury or kidnapping will occur; or
- the perpetrator exhibits a deadly weapon; or
- the perpetrator uses flunitrazepam, otherwise known as rohypnol, on the victim to facilitate the commission of the assault.

**Sexual Assault** - Engaging in sexual intercourse without consent (e.g. date rape). Anyone under the age of 17 cannot give consent to sexual intercourse. However, a juvenile may have a defense to prosecution if the victim is over the age of 14, there is less than a three year age difference between the victim and the perpetrator, and no duress or force was used.

**Indecency with a Child by Contact or Exposure** - Exposing the genitals, touching the genitals, or having the genitals touched by a child under the age of 17.

- Juveniles can face anywhere from two years probation to commitment to the Texas Youth Commission for these types of offenses.
- A juvenile can also be required to register as a sex offender for ten years.
- It is just as bad for a child to touch another child in a sexual manner as it is for an adult to touch a child.

### **Burglary<sup>11</sup>—**

- A person commits an offense if he/she enters a habitation, building, any part of a building, or a vehicle with the intent of committing a felony, theft, or assault.
- Breaking into someone’s house or garage, a school, an empty warehouse, or even someone’s car without their permission is a felony offense.

### **Criminal Mischief / Criminal Trespass<sup>12</sup>—**

- A person commits an offense if he/she damages or destroys property, tampers with another’s

property, and causes substantial inconvenience to the owner or makes markings on another's property (i.e. toilet papering someone's home).

—Criminal Trespass is committed when a person enters another's property with notice that entry is forbidden or if that person is told to leave the property and does not do so (e.g. going onto fenced in property without permission).

#### **Assault<sup>13</sup>—**

—Getting into a fight with a person's mother, father, or sibling can be considered an assault. How many children have gotten into fights with family members?

—If a child hits a person and hurts him/her in any way, the child can be arrested for assault even if he/she did not mean to really hurt that person.

—If a child gets into a fight with another person at school, he/she can also be arrested for assault. It is also a serious offense if a boyfriend or girlfriend hits the other or causes injury.

—A juvenile can be placed on probation and will usually be required to attend anger management counseling. An offender can also be required to pay the medical bills of the person he/she injured, which can be thousands of dollars.

#### **Terroristic Threats<sup>14</sup>—**

—It is a crime to threaten to commit any act of violence that would:

- a. place another person in fear that they will be harmed;
- b. cause the reaction of an official or volunteer agency like the police department or fire department (i.e. calling in a bomb threat);
- c. cause the interruption of the use of a public place or public service.

- Crimes that only juveniles can commit:

**Runaway** — A child can be arrested by the police for running away from home.<sup>15</sup>

**Minor in possession of alcohol or cigarettes** — A child can be fined and be required to complete Community Service for these types of offenses.<sup>16</sup>

#### **Truancy<sup>17</sup>—**

—A child is truant if he/she misses 4 days or parts of days within a six-week period.

—Parents can be fined up to \$1000 or put in jail if their child is truant.

—Truant children are placed on probation, and usually have to do community service. If a child does not go to school, he/she may not be able to get a driver's license until he/she is 18 years old. A child can also be fined up to \$1000.

## **B. School Crime Statistics**

One of the first national surveys to document bullying in public and private schools made the following findings from a survey of 15,686 students<sup>18</sup>:

- Nearly 30% reported being involved in bullying: 13% reported that they had bullied other students; just over 10% said that they had been bullied; and approximately 6% reported that they had, at different times, been bully and victim.
- The frequency of bullying was higher among 6th-through 8th-grade students than among 9th- and 10th-grade students.
- Students who said they were bullied reported more loneliness and difficulty making friends, while those who did the bullying were more likely to have poor grades and to smoke and drink alcohol.

A 2000 survey of 15,877 middle and high school students administered nationally by randomly selected schools found the following<sup>19</sup>:

- More than one in three students (39% in middle school and 36% in high school) said they don't feel safe at school.
- 43% of high school and 37% of middle school boys believed it is OK to hit or threaten a person who makes them angry. Nearly one in five (19%) of the girls agreed.
- An even higher percentage actually resorted to violence: 75% of all boys and over 60% of all girls surveyed said they hit someone in the past 12 months because they were angry.
- More than one in five high school boys (21%) and middle school boys (15%) took a weapon to school at least once in the past year.
- 60% of high school and 31% of middle school boys said they could get a gun if they wanted to.
- 69% of high school and 27% of middle school boys said they could get drugs if they wanted to.
- 19% of high school and 9% of middle school boys admit they were drunk at school at least once in the past year.

The recent federal compilation of school crime statistics contains the following statistics<sup>20</sup>:

- In 2000, students were more than twice as likely to be victims of serious violent crime away from school than at school.
- In 2000, students aged 12 through 18 were victims of about 1.9 million total crimes of violence or theft at school. In that same year, students in this age range were victims of about 128,000 serious violent crimes at school (i.e., rape, sexual assault, robbery, and aggravated assault).
- The total nonfatal victimization rate for students aged 12 through 18 generally declined between 1992 and 2000, from 144 per 1,000 students in 1992 to 72 per 1,000 students in 2000. The percentage of students being victimized at school also has declined over the last few years. Between 1995 and 2001, the percentage of students who reported being victims of crime at school decreased from 10% to 6%. This decline was due in large part to the decrease in the percentage of students reporting being victims of theft at school, which declined from 7% in 1995 to 4% in 2001.
- As the rates of criminal victimization in schools have declined or remained constant, students also seem to feel more secure at school now than just a few years ago. The percentage of students aged 12 through 18 who reported avoiding one or more places at school for their own safety decreased from 9% in 1995 to 5% in 1999 and 2001.
- Between 1992 and 2000, there was a 46% decrease in the violent crime victimization rate at school and a 52% decrease away from school (from 48 to 26 and from 71 to 34 per 1,000 students aged 12 through 18, respectively). In 2000, younger students (ages 12 through 14) were not victimized at a different rate than older students (ages 15 through 18) either at or away from school.
- In 2001, 8% of students aged 12 through 18 reported being bullied at school in the last six months, up from 5% in 1999.
- In 2001, 20% of students reported that street gangs were present at their schools. Students in urban schools were more likely to report that there were street gangs at their schools (29%) than were suburban and rural students (18% and 13%, respectively).

## C. Crime Stoppers Contact Information

To check for the local Crime Stoppers Hotline information, you may access a Crime Stoppers directory through the Texas Crime Stoppers website at [www.crimestoppers.swt.edu](http://www.crimestoppers.swt.edu).

**Important!** – Before using a local crime stoppers program name and number, call the number first to verify that the program still operates in the area and that the hotline number is current. It is during this call that you can explain your program and the reasons for including their number in your materials. It also lets them know they may receive some calls as a result of your educational program and materials.

### End Notes

- 1 Texas Family Code § 51.01(2).
- 2 See Texas Family Code Chapter 59.
- 3 Texas Penal Code Chapter 7.
- 4 Texas Family Code § 51.16.
- 5 See Texas Family Code Chapter 59.
- 6 See Texas Family Code Chapter 54.
- 7 Texas Family Code § 54.04.
- 8 Texas Penal Code Chapter 31.
- 9 Texas Penal Code Chapter 49; Controlled Substances Act, Chapters 481-485; Alcoholic Beverage Code Chapter 106.
- 10 See Texas Penal Code Chapter 21.
- 11 See Texas Penal Code Chapter 30.
- 12 See Texas Penal Code §§ 30.05 and 28.03.
- 13 See Texas Penal Code § 22.01.
- 14 See Texas Penal Code Section 22.07.
- 15 Texas Family Code §51.03.
- 16 Alcoholic Beverage Code Chapter 106.
- 17 See Texas Family Code §§ 51.02 and 54.02 and Texas Education Code Chapter 7.
- 18 T. Nansel, M. Overpeck, R. Pilla, W. Ruan, B. Simons-Morton, P. Scheidt, *Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment*, Journal of the American Medical Association, April 25, 2001.
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