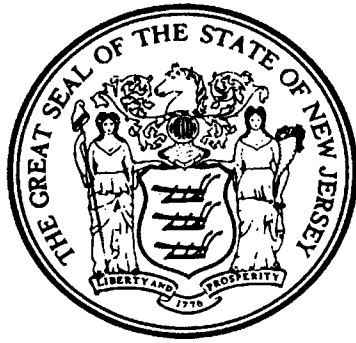


The New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community



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Introduction

There is growing concern nationally and in New Jersey over the escalation in juvenile delinquency and the frightening level of juvenile violence that confronts urban, suburban and rural communities. Schools, once considered safe havens immune from serious crime, have also experienced this alarming trend. New Jersey Uniform Crime Report statistics for 1996 show that juveniles accounted for 26% of violent crimes arrests in New Jersey. Juveniles also accounted for 33% of all non-violent crime arrests in New Jersey during 1996.

Even for juveniles who are not involved in delinquent behavior, the effects of increased gang activity, violence, drug offenses and negative peer pressure have a detrimental impact. Teachers and school administrators find themselves being diverted from their primary academic responsibilities and forced to spend precious time handling disruptive behavior.

A recent national survey found that more than half of U.S. public schools reported experiencing at least one crime incident in school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year. Other findings in the national survey included:

- Fifty-seven percent of public elementary and secondary school principals reported that one or more incidents of crime/violence that were reported to the police or other law enforcement officials had occurred in their school during the 1996-97 school year.
- Ten percent of all public schools experienced one or more serious violent crimes (defined as murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery) that were reported to police or other law enforcement officials during the 1996-97 school year.
- Physical attacks or fights without a weapon led the list of reported crimes in public schools with about 190,000 such incidents reported for 1996-97. About 116,000 incidents of theft or larceny were reported along with 98,000 incidents of vandalism. These less serious or nonviolent crimes were more common than serious violent crimes, with schools reporting about 4,000 incidents of rape or other type of sexual battery, 7,000 robberies, and 11,000 incidents of physical attacks or fights in which weapons were used.
- While 43 percent of public schools reported no incidents of crime in 1996-97, 37 percent reported from one to five crimes and about 20 percent reported six crimes or more.¹

¹ U.S. Department of Education, National Center for Education Statistics. *Violence and Discipline Problems in U.S. Public Schools: 1996-97*, NCEES 98-030, by Sheila Heaviside, Cassandra Rowand, Catrina Williams, and Elizabeth Farris. Project Officers, Shelley Burns and Edith McArthur. Washington, DC: 1998.

A recent federal survey shows that drug use among young people, ages 12 to 17, rose 105 percent between 1992 and 1995.² The most recent drug and alcohol survey of New Jersey's high school students conducted by the Division of Criminal Justice in cooperation with the Department of Education revealed that in 1995, 14% of all students surveyed reported that they had used an illicit drug **during school hours**. Even more disturbing, of those students who had ever used marijuana or other illicit drugs, 27.4% reported in 1995 that they had used an illegal substance during the school day.

To address these serious problems, communities have begun to take positive steps. One of the most encouraging is the cooperation between education and law enforcement in creating school based police programs. In October of 1996, Governor Whitman presented her administration's Drug Enforcement, Education and Awareness Program. The Governor's Drug Enforcement Education and Awareness Program specifically recommends a school based police initiative and this recommendation served as the impetus for this model program. The model program described in this guide is the result of the cooperative efforts of law enforcement officials and educators who work together on the Attorney General's Law Enforcement and Education Working Group. Some New Jersey communities, both urban and suburban, have already developed this kind of partnership. In these communities, police officials and local school authorities have worked together to identify the major problems faced by their schools and to create a more secure school environment through the presence of law enforcement officers within their schools. An important benefit is the ability of these officers to prevent juvenile crime. The New Jersey Safe Schools Resource Officer Program has drawn upon these successful efforts in developing this model.

However, there are many more communities across our State which have not yet created this desirable partnership because of differing mandates and perceptions, funding problems and a lack of information about successful models upon which to build. The New Jersey Safe Schools Resource Officer Program presents a workable, cost effective, proven program that provides substantial benefits for both the educational and law enforcement communities. Schools in jurisdictions that adopt this program will benefit from increased security and decreased violence, weapon, drug and gang activity. School staff will be relieved of the burden of dealing alone with serious, disruptive, frightening behavior. Police will benefit from having regular contact with all school-aged youth which fosters better communication and trust. As a result, police can intervene earlier and prevent more serious offenses from occurring. If a juvenile commits a delinquent act, a trained, experienced professional is immediately available to handle it. There is also a strong deterrent effect from the presence of a uniformed officer in the school. It is important to emphasize, however, that *school resource officers will not replace teachers and administrators in enforcing school policies and codes of conduct.*

² National Household Survey on Drug Abuse, Department of Health and Human Services.

This model program is designed to be flexible. It can and should be modified to address the particular needs of a school district and community. The program can be a full-time or part-time program. Two schools or even public and non-public schools can share a resource officer if that is desirable in a particular area. Adjustments in program details can be made to accommodate the requirements of inner-city or rural areas. Philosophically, this program is similar to the growing number of community police programs in our towns. Our schools are an essential component of our communities. Making a trained and specially selected police officer an integral part of the school community makes sense. It is a wise use of limited resources and will help schools reach Goals 2000³ and the 21st century in the best position to educate today's youth and tomorrow's leaders.

³ The seventh goal of the National Education Goals states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." New Jersey has incorporated this goal in its administrative code, "Every school in New Jersey will be free of drugs and violence and offer a safe, disciplined environment conducive to learning." *N.J.A.C.* 6:8-2.1.

Implementation of New Jersey's Safe Schools Resource Officer Program

I. Advantages of the Safe Schools Resource Officer Program (NJ-S.S.R.O.P.)

A. Purpose

The program is designed to assist schools and communities in reducing juvenile delinquency through a collaborative approach between law enforcement and schools, focused on education, prevention, communication and information sharing. A Safe Schools Resource Officer Program will assist school administrators in responding to school safety issues and problems by making available one or more full-time or part-time local police officer(s) to the school(s) during the school year.

B. Building Relationships

The assigned officer(s) will focus on developing a rapport with students, teachers, faculty and staff, and create a network to obtain and track information related to offenses endangering students and teachers in the schools and community. Once the network has been established, the officer(s) will share information with the school/police/community management team so that a plan can be developed to help reduce youth crime.

School resource officers can also work with community groups and associations to solicit support to address problems impacting the safety of our youth. These groups may include P.T.A. and P.T.O. Groups, Homeowners or Tenants Associations, Community Alliance Associations, Community Neighborhood Watch Associations, State or County Juvenile Officer Associations, and Police Community Relations Officers.

C. Trespassers

School resource officers can provide immediate action in handling unlawful trespassers. This immediate action will send a clear message that trespassing will not be tolerated. This will provide an immediate increase in safety and security for both staff and students.

D. Handle Minor Offenses Informally

The School Resource Officer Program provides the opportunity for assigned officers to develop "stationhouse adjustment" programs for students involved in minor delinquent acts. In New Jersey all police officers exercise discretion in carrying out their statutory duties. Police officers have traditionally utilized this discretion with juvenile offenders, particularly first offenders, to resolve instances of relatively minor delinquent conduct informally.

Police departments are responsible for investigating juvenile offenses, and for preparing and filing juvenile delinquency complaints with the family court. However, police departments also have procedures that allow officers to resolve some minor delinquency offenses through a process known as stationhouse adjustment.

For minor offenses, a juvenile officer may simply warn a juvenile about the consequences of his or her behavior, set up a meeting with parents or guardians, or develop a more extensive diversionary program, usually known as a stationhouse adjustment. Often these offenses arise out of disputes among juveniles or with the juvenile's neighbors. In a stationhouse adjustment the juvenile officer usually asks the juvenile, a parent or guardian, and the victim, to come to the police station to discuss the offense. A Safe Schools Resource Officer would be able to conduct stationhouse adjustments in the school. The officer may refer a juvenile for needed services, and, if property has been stolen or damaged, ask the juvenile to make restitution. Usually the officer will discuss the offense with the juvenile's parent or guardian and ask for assurances that the juvenile will not commit any future offenses. This process allows police officers to resolve minor disputes without the need to file a formal complaint with the court. A school resource officer is in an excellent position to monitor a juvenile's compliance with the terms of a stationhouse adjustment agreement. If the juvenile does not live up to his or her promises, a juvenile delinquency complaint can be filed.

Participation in the stationhouse adjustment process is voluntary. However, if a juvenile does not participate, a formal juvenile delinquency complaint may be filed. The stationhouse adjustment process benefits the juvenile since it allows minor offenses to be resolved without creating a record of juvenile delinquency. This process also benefits the victim since it results in faster resolution of the problem and eliminates the need to attend court hearings or conferences.

E. Case Monitoring

The School Resource Officer Program provides the opportunity to track cases involving the court, counseling agencies, work or community service assignments and to keep all parties fully informed. The school resource officer can become the liaison between the school and the juvenile justice system. He or she can monitor the progress of complaints filed against students. The officer can also be the contact person between the prosecutor's office and the school to make certain that all relevant reports and information are exchanged, to request scheduling of court appearances with the least inconvenience to school staff, and to assist the juvenile in complying with the requirements of court orders, counseling programs, or social services agencies.

F. Collaborative Efforts

The program encourages a collaborative effort between police and school administrators in creatively addressing student problems. Many counties and towns have discovered the multitude of benefits which flow from an on-going collaboration between educators and law enforcement officials. Law Enforcement agencies and schools already cooperate on many issues pursuant to the "State Memorandum of Agreement Between Education and Law Enforcement Officials," and the "State Memorandum of Agreement Between Education and Law Enforcement Officials Concerning Suspected Hate Crimes or Bias Incidents Occurring on School Grounds or

Involving Students.” The D.A.R.E. program is another familiar example of such cooperation. Some County Prosecutors have developed manuals for school personnel on the criminal and juvenile justice systems. Specially trained dogs are used in locker sweeps to detect drugs in some areas, police and prosecutors provide classroom or assembly presentations on selected topics, and mock trials or tours of the courthouse or detention facilities are arranged.

The Safe Schools Resource Officer program encourages the growth of this cooperation. A dialogue between police and school officials evolves naturally once a resource officer program is in place. As law enforcement and education each become more familiar with the needs and abilities of the other, it becomes easier to create programs to address student and faculty concerns.

The school resource officer is also the obvious choice to facilitate cooperation based on the two existing model working agreements between education and law enforcement. These agreements are more easily implemented with the Safe Schools Resource Officer program in place.

G. Access to Law Enforcement Information

The program provides teachers, administrators, and staff with information concerning school and community problems that affect students and their classroom performance. The officer can bring the resources of law enforcement agencies to bear on local issues. Criminal trend information may be shared with educators where permitted by law.

This can be especially helpful in allowing school and law enforcement officials to intervene at the early stages of a developing problem. For example, gangs often make a concerted effort to recruit members in a particular school. The specialized knowledge of a school resource officer may allow officials to detect such recruitment efforts at an earlier stage than would otherwise be possible. Drug use by adolescents is susceptible to fads and shifts in the popularity of certain drugs. Again, a school resource officer may be able to alert school officials to such trends during early stages of a developing problem, when intervention is more effective.

H. Improved Understanding of Legal System

The program also provides an opportunity to educate school personnel and students about New Jersey laws and provide information about the juvenile or criminal justice systems. Officers are knowledgeable about state law and can arrange classroom or assembly presentations on various topics. Officers can participate in classroom discussions about laws, values, search and seizure, or police discretion. The program also provides the opportunity for schools to involve police in classroom presentations to address student concerns and educate students about the law and consequences of illegal activity. The officer can bring in special speakers to graphically demonstrate to students the consequences of illegal activity.

The school resource officer will become a trusted and accepted member of the school community. As students begin to see the officer as a partner and not an adversary, positive change can occur.

I. Prevention

The program provides an opportunity to identify high-risk students and reduce risk factors. As the resource officer is present in school on a daily basis and develops relationships with more students, the officer will be in a good position to identify high-risk students and help them avoid confrontation and trouble. At times, the officer will be able to counsel high-risk students and help them see alternatives to their present behaviors or problems.

J. Truancy

The program can also help the school district to address chronic truancy. Truancy is often an early indicator that a student is at risk of subsequent delinquent behavior. It may also be a warning sign of other problems at home or in school. The school resource officer can assist the school by inquiring about truant students and enforcing legal options to improve school attendance through shared accountability by parent and child.

K. School Building Protection and Emergency Management

The Safe Schools Resource Officer Program will strengthen school administrators' efforts to provide students, faculty and staff with a secure building and an effective crisis emergency management response plan. This program is not intended to supplant existing school security personnel. However, a school resource officer can conduct security surveys of school buildings and provide recommendations to the school administrators on ways to protect against theft and vandalism through the use of locks, electronic and video equipment, and inventory controls.

L. Prospective Employee Fingerprinting

The officer can facilitate statutorily required fingerprinting and background investigations on potential employees.

II. Developing a Safe Schools Resource Officer Program (NJ-S.S.R.O.P.)

A. Action Plan

The first step for a community interested in implementing a Safe Schools Resource Officer program is to develop an action plan. The action plan should address problems such as drugs, weapons, bias crimes, truancy, gang activity and related crimes that impact the school environment. Community leaders that should be involved in the planning include: Law Enforcement Administrators, School Board Members, Chief School Administrators, Principals, School Counselors and Substance Awareness Coordinators.

Both the planning process and the completed action plan should promote a team strategy and an approach to school and community crimes. Successful cooperative working relationships are essential to successful implementation of this program. The time to begin building these relationships is during the planning process.

B. Planning Considerations

There are many factors to consider in designing the action plan. For example, how many schools will participate? Which schools will the program target? Will the assigned police officer teach in the classroom and how many hours? How will reports be handled? How will the officer's chain of command operate? How will disagreements between school and police administrators be resolved? Will some program components be offered to private or parochial schools within the community? These important questions must be resolved during the planning process.

School and law enforcement officials should also consider how coverage for extracurricular events will be handled. While it may be desirable to have the school resource officer perform this function, many police departments have union contracts and departmental policies that would require a police chief to assign overtime duties on a rotating basis. This is also an important consideration when discussing funding. In addition to other funding arrangements, will the school district be required to reimburse the police department for overtime compensation paid to officers?

If key school or police administrators are opposed to the program, it will be difficult to implement it successfully. School and Police Administrators must be equal partners in developing the School Resource Officer Program and must have a good working relationship. If either the School District or the Police Department tries to run the program without the full participation of the other, it will probably fail. Major conceptual disagreements in the goals, structure, or operation of the program should be resolved prior to initiating the program.

C. Selecting School Resource Officers

Careful selection of officers to serve as school resource officers is also an essential element of a successful program. School and Police Administrators should prepare a brief

summary of the program and the qualifications that are required of officers applying for the position of School Resource Officer. Officers interested in the position should be required to respond in writing stating their interest in becoming a School Resource Officer, and describing any special talents they can bring to the position.

When School and Police Administrators cooperate in the process of selecting officers to be assigned to the schools, it is important to consider the following:

- a. The diversity of the school student population.
- b. Assigning officers to reflect that diversity.
- c. Motivation and background of the officer.
- d. Training.

D. Design strategies and programs that will target school and community crime problems.

Criminal activity in schools diminishes the quality of life for students and school staff. It interferes with a school's ability to teach and a student's ability to learn. Students are endangered by criminal activity in two ways. First, they may become victims of crimes. Second, they may be lured into illegal activities.

Problems that the Safe Schools Resource Officer Program can address include:

- a. Assaults
- b. Domestic violence among youth
- c. Drug trafficking
- d. Drug violence
- e. Gang activity
- f. Hate crimes
- g. Possession of hand guns or other weapons
- h. Sexual violence
- i. Theft
- j. Trespassing juveniles or adults.

Communities should decide which problems are the most pressing in their schools and discuss ways in which the school resource officer(s) can address these problems. Strategies may include education programs, targeted enforcement, and consulting with school officials on plans to reduce opportunities for illegal activity.

E. Partnership Agreement

Following the development of an action plan, an agreement should be developed that will set forth the respective obligations of the school district and the police department. A sample agreement that can be used in this process is included in this manual. Communities will have to tailor the model agreement to fit their needs. The partnership agreement will provide the

mechanism for the assignment of one or more municipal police officers to schools. Although full-time assignments are usually best, in some communities, varying needs or resources may dictate the assignment of officers on a part-time basis. The primary role of the officer(s) will be to improve the safety and security of the schools and send a clear message that illegal activities will not be tolerated.

F. Program Funding

The Attorney General's Education and Law Enforcement Working Group recently sent a survey to New Jersey Chief School Administrators and Police Chiefs identified as having police officers assigned to schools. The survey disclosed that existing programs have developed several funding strategies.

- Two townships reported that program funding was shared between the school district and police department.
- Five townships reported that the program was funded by the school district.
- Seven townships reported that the program was funded by the police department.

The survey also revealed that some Police Departments and School Districts received partial funding through grants or from community associations.

Sample Safe Schools Resource Officer Partnership Agreement

1) Introduction

This agreement is made on the _____ day of _____, _____, between the _____ (school district), hereinafter referred to as the school district, and the _____ (municipality), hereinafter referred to as the municipality.

WHEREAS, the said school district and municipality desire to provide the services of _____ police officer(s) assigned to the school district on a _____ - time basis; and

WHEREAS, both parties recognize the potential benefits of this program to the citizens of the municipality and to the students and staff of the school district; and

WHEREAS, it is in the best interests of the school district and the municipality to establish this program,

IT IS THEREFORE AGREED that the municipality shall supply one or more police officer(s) to the school district to be assigned to the schools upon the following terms and conditions:

2) Assignment of Officers

The school district and the municipality have agreed to assign the following number of police officers to the following schools, for the hours indicated, during the school year.

Number of Officers	School	Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3) Selection of Officers

The officer(s) to be assigned shall have a minimum of _____ years experience. The officer(s) shall be selected by the Chief of Police in consultation with the school district. The school district may meet with and interview the officer(s) to determine if the officer(s) is suitable for working in a school environment. If the school district finds the officer(s) selected by the Chief of Police to be unacceptable, the Chief may select another officer(s), or in the alternative, revoke this agreement. In order to maintain continuity, the Chief shall not change officer assignments during the school year, unless circumstances arise that require a change.

4) Officers Are Employees of the Municipality

Although assigned to the school on a full-time basis, a police officer so assigned remains an employee of the municipality and its police department. The officer shall remain subject to all rules and regulations of the police department and shall not be considered an employee of the school district.

5) Hours

The municipality shall provide _____ police officer(s) for _____ hours per week, except in the case of an emergency as directed by the Chief of Police.

It is further agreed that in the event of the absence or leave of the assigned officer(s), which lasts for more than three days, the municipality will provide a replacement police officer(s) at no additional cost to the school district.⁴

6) Duties of an Assigned Officer

The duties to be performed at the school by an assigned officer shall be assigned through the municipal police chain of command, in cooperation with the Superintendent of Schools and/or the Superintendent's designee.

Duties of an assigned officer may include:

1. The officer shall provide security and surveillance of the areas assigned, note and report irregularities, dangerous practices and conditions, accidents, fires and other acts or circumstances, requiring police or other action, which affect the health and welfare of students and school personnel.
2. The officer shall take necessary action as to trespassers, suspicious persons and conditions, and report significant action, occurrences and conditions.
3. The officer shall conduct investigations of criminal or delinquent activity according to established police department policy and procedures.

⁴ It may not be practical for many police departments to include this paragraph in the local agreement. If an officer is absent due to an injury or an extended period testifying in court, smaller departments may not be able to provide a substitute. Communities where this will be a problem should consider this issue and either delete this provision, or replace it with one that better meets their needs.

4. The officer may be assigned to investigate offenses occurring off school property, provided such investigations relate to students attending the school to which the officer is assigned.
5. The officer shall warn, detain cite and/or take into custody violators of the law when necessary.
6. The officer shall testify in court, as needed.
7. The officer shall complete timely and accurate reports in accordance with the requirements of the police department.
8. The officer shall enforce traffic and parking laws and regulations on school property and cooperate and assist other public safety officials in traffic control as necessary.
9. The officer shall recommend measures to protect school and personal property from damage and theft.
10. The officer shall assist school personnel in dealing with emergencies.
11. The officer shall supervise security at school activities and public meetings as directed.
12. The officer shall assist in truancy investigations.
13. The officer shall assist in the investigation of parents or guardians who may be sending nonresident children to the school.
14. The officer shall advise the principal on matters dealing with the proper handling and security of money, personal possessions and valuable property.
15. The officer shall assist the principal on matters dealing with the enforcement of child custody orders or domestic violence restraining orders.
16. The officer shall coordinate the sharing of delinquency information between the school and the police department, as provided for by *N.J.S.A. 2A:4A-60*.
17. The officer shall assist with Megan's Law notifications received by the school, as directed by the Prosecutor.
18. The officer shall provide assistance in programs for peer mediation and peer leadership.
19. The officer may act as an instructor for specialized, short-term programs involving a range of topics such as security, crime prevention, drug and alcohol education, the criminal and juvenile justice system, and related topics.
20. The officer may assist with training of school security personnel.
21. The officer shall coordinate his or her activities with the principal and staff.
22. Upon request, the officer shall attend faculty meetings.
23. Upon request, the officer shall attend conferences between school personnel and parents regarding either individual students, or general security concerns.

24. The officer shall serve at all times as a role model to students by demonstrating appropriate attitudes, behavior, courtesy and respect.
25. The officer shall perform such other related duties as assigned by the Chief of Police.

7) Non-public Schools

Non-public schools located in the municipality may request that a school-based officer consult with administrators or staff on law enforcement related topics. School-based officers may also provide the services listed below to non-public schools. Requests for services or advice should be directed to the Chief of Police of the municipality.

1. An officer may be assigned to act as a liaison between the police department and non-public school administrators.
2. An officer may conduct investigations of criminal or delinquent activity according to established police department policy and procedures.
3. An officer may be assigned to investigate offenses occurring off school property, which relate to students attending the school.
4. An officer may recommend measures to protect school and personal property from damage and theft.
5. An officer may advise the principal or other administrator on matters dealing with the proper handling and security of money, personal possessions and valuable property.
6. An officer may coordinate the sharing of delinquency information between the school and the police department, as provided for by *N.J.S.A. 2A:4A-60*.
7. An officer may act as a liaison between the prosecutor's office and school administrators concerning Megan's Law notifications that may be received by the school.

8) Uniforms

Unless engaged in activities for which a uniform would be inappropriate, officers shall wear uniforms in order to maintain a visible presence in the school and deter trespassers from entering the school.

9) Weapons

Officers may carry weapons when authorized by the Chief of Police. The weapon shall be carried either:

- 1) openly, in those circumstances where an armed presence may provide a useful deterrent, or;
- 2) concealed, in circumstances where the officer may wish to interact informally with students, parents or faculty.

10) Searches⁵

The assigned officer **shall not** be routinely requested to participate in all student searches conducted by school officials. School officials may search a student based upon reasonable suspicion. A law enforcement officer must meet the more stringent requirement of probable cause in order to justify a search, and is usually also required to first obtain a search warrant. Requiring the assigned officer to conduct or participate in all student searches would invalidate searches conducted by school officials based on the lesser standard of reasonable suspicion. However, officers may conduct searches under circumstances where a search by a law enforcement officer is permitted by law.

11) School Discipline

The assigned officer shall not act as a school disciplinarian. Disciplining students is a school responsibility. However, if the principal believes an incident may be a violation of the law, the principal may⁶ contact the assigned officer, who shall then determine whether law enforcement action is necessary. Officers are not to be used for regularly assigned lunchroom duties or hall monitoring.

12) Communication

The Chief School Administrator and the Chief of Police shall maintain open communication concerning the progress and effectiveness of the program. The school shall also designate an administrator in each school to act as a liaison with the officer assigned to that school.

13) Office Space

The school shall provide the officer with a telephone and office space where students can meet and speak privately with the officer. The office space must include a desk with drawers, a chair, filing cabinet and office supplies. The office must be able to be properly locked and secured. If possible, the office should be in a central location in the school building and easily accessible to students, faculty and school administrators.

⁵ For more information, see *New Jersey School Search Policy Manual*.

⁶ In certain circumstances, school officials are required by law or regulation to report suspected criminal offenses. For more information, see Chapter 14, *New Jersey School Search Policy Manual*.

14) Program Funding

The program shall be funded as follows:

15) Term of This Agreement

This agreement shall become effective on _____ and shall remain in effect until _____. This agreement may be revoked prior to its expiration, by either the school district or the municipality, upon thirty days notice.

Date

New Jersey Police Departments With Sworn Police Officers Assigned to Schools Full or Part-Time

The following New Jersey police departments responded to a survey conducted by the Education and Law Enforcement Working Group and indicated they have officers, other than DARE officers, assigned to schools on a regular basis. There may be more departments with such programs that did not respond to the survey.

- Atlantic City Police Department
3501 Fairmount Avenue, Atlantic City, NJ 08401
- Collingswood Police Department
735 N. Atlantic Avenue, Collingswood, NJ 08108
- Delran Township Police Department
1050 Chester Avenue, Delran, NJ 08075
- Elizabeth Police Department
1 Police Plaza, Elizabeth, NJ 07201
- Jersey City Police Department
8 Erie Street, Jersey City, NJ 07302
- Lower Township Police Department
2600 Bayshore Road, Villas, NJ 08251
- Little Falls Police Department
35 Stevens Avenue, Little Falls, NJ 07424
- Manchester Township Police Department
1 Colonial Drive, Lakehurst, NJ 08733
- Middle Township Police Department
1 Kings Highway, Middletown, NJ 07748
- Orange Police Department
593 Lincoln Avenue, Orange, NJ 07050
- Pine Hill Police Department
48 West 6th Avenue, Pine Hill, NJ 08021

- Willingboro Township Police Department
1 Salem Road, Willingboro, NJ 08046
- Winslow Township Police Department
125 South Route 73, Braddock, NJ 08037
- Woodbury City Police Department
200 N. Broad Street, Woodbury, NJ 08096

Teaching Resources For Safe Schools Resource Officer Programs

* Resource Code

B - Booklets/Pamphlets
C - Catalogs
G - General Information

F - Films
S - Speakers

AAA (American Automobile Association) - *B/G

Action/Pride - The National Family Resource Center - *G
1-800-241-7946

Adam Walsh Child Resource Center - *B/S/G
227 S. Orlando Avenue
Winter Park, Fl 32789

Aims Media - *B/F
6901 Woodley Avenue
Van Nuys, Ca 91406-4878
1-800-367-2467

American Cancer Society - *B/F/S/G

Alcohol, Drug Abuse, and Mental Health Administration - *B/G
Printing and Publications Management Branch
5600 Fishers Lande (Room 6C-02)
Rockville, MD 20857

Chelsea House Publications - *B
The Encyclopedia of Psychoactive Drugs - 25 volumes
133 Christopher Street
New York, NY 10014

Child Lures: A Guide To Prevent Abduction - *B/G
Ralston Purina Company
Breakfast Foods Division
Checkerboard Square
St. Louis, MO 63164

Drug Enforcement Administration - *B (Drugs of Abuse)
U.S. Department of Justice
1405 Eye Street NW
Washington, D.C. 20537

Health Ed Co., Inc. - *C (Substance Abuse)
P.O. Box 21207
Waco, Texas 76702
1-800-433-2677

H.E.L.P. of America - *B/G (A Reason for Tears)
2460 Lemoine Avenue
Fort Lee, NJ 07624

Law and Youth - *C
Social Studies School Service
10000 Culver Boulevard, Department I.5
P.O. Box 802
Culver City, Ca. 90232-0802
1-800-421-4246

Mothers Against Drunk Drivers, Inc. - *B/S/G

Narcotics Education, Inc. - *C
6830 Laurel Street, NW
Washington, D.C. 20012-9979

National Association of School Resource Officers
Attn: Lt. William F. Balkwill
Sarasota County Sheriff's Department
P.O. Box 4115
Sarasota, Florida 34230
(813) 951-5070

National Clearinghouse For Alcohol Information - *B/G
P.O. Box 1904
500 N. Washington Street
Rockville, MD 20850

National Highway Traffic Safety Administration - *B/G
400 Seventh Street SW
Washington, D.C. 20590

Northwest Florida Drug Council, Inc. - *B/G
Drug Education Program-Prevention
P.O. Box 455
104 N. Wynn
Marianna, FL 32446
1-904-526-4700

Technical Information Center - *B/G
Office of Smoking and Health
5600 Fishers Lane, Room 1-16
Rockville, MD 20857