



Division of Criminal Justice  
Police Training Commission

**Basic Course  
for  
School Resource  
Officers**

**FEBRUARY 2007**

(Revised January 2012)

**SCHOOL RESOURCE OFFICER CURRICULUM**  
**Course Information**

<b>COURSE TITLE:</b>	Basic Course for School Resource Officer
<b>COURSE LEVEL:</b>	Basic
<b>TOTAL COURSE HOURS:</b>	40
<b>STUDENT TO INSTRUCTOR RATIO:</b>	Maximum 50 students per Instructor Team
<b>INSTRUCTOR QUALIFICATION</b>	Minimum of three years instructor/mentor experience with an approved School Resource program and Method of Instruction (MOI) Certification
<b>METHOD OF INSTRUCTION:</b>	Lecture, Demonstration, Practical Exercise
<b>MATERIAL/TRAINING AIDS:</b>	PowerPoint, CD's, computer/video player, black/white boards. flip charts, etc.
<b>DATE PREPARED:</b>	

:

## Table of Contents

	<b>Page</b>
FUNCTIONAL AREA 1.0	
<u>SCHOOL RESOURCE OFFICERS ROLES AND RESPONSIBILITIES</u>	
1.1 School Resources Officer.....	1
1.2 School Safety and Security.....	1
1.3 Behavior Threat/Risk Assessment.....	2
1.4 Instructional Duties.....	2
1.5 Counter Terrorism.....	2
1.6 Funding and Grants.....	3
1.7 Initial Meeting with School Staff.....	3
1.8 Summer Role.....	3
1.9 Documentation.....	3
1.10 Other Resources .....	4
FUNCTIONAL AREA 2.0	
<u>LAW</u>	
2.1 Juvenile Law.....	4
2.2 Search/Seizure School Search Manual.....	4
2.3 Memorandum of Agreement/Understanding (MOU).....	5
2.4 Juvenile Complaint System.....	6
2.5 County Intake Services.....	6
2.6 Overview of the Juvenile Justice System.....	7
2.7 Juvenile Outreach Programs.....	8
2.8 Juvenile Interviews.....	8
2.9 Juvenile Processing.....	9
2.10 Crimes.....	9
2.11 Division of Youth and Family Services (DYFS).....	9
2.12 Title 18.....	9
FUNCTIONAL AREA 3.0	
<u>TEACHING METHODOLOGIES</u>	
3.1 Lesson Plan Development.....	9
3.2 Classroom Management.....	9

	<u>Page</u>
3.3 How Children Learn.....	10
3.4 Principles of Effective Learning.....	10
3.5 Cultural Diversity.....	10
3.6 Special Needs.....	11

FUNCTIONAL AREA 4.0

MENTORING

4.1 Mentoring Roles and Responsibilities.....	12
4.2 Barriers to Effective Mentoring.....	12
4.3 Communication Skills.....	12

FUNCTIONAL AREA 5.0

WORKING WITH SCHOOL ADMINISTRATORS

5.1 Managing a Meeting.....	13
5.2 Chain of Command.....	13
5.3 Programs with Common Goals.....	13
5.4 Instructing Law Related Education Course.....	13

FUNCTIONAL AREA 6.0

ANTI-BULLYING RIGHTS ACT

6.1 Bullying.....	14
6.2 Provisions of the Anti-Bullying Bill of Rights .....	15

**Functional Area 1.0**

**SCHOOL RESOURCE OFFICER ROLES AND RESPONSIBILITIES**

Unit Goal: To provide the trainee with the confidence and strategies to enable the trainee to become a productive and responsible School Resource Officer

**Performance Objectives:**

1.1 School Resource Officer

- 1.1.1 The trainee will define the term “School Resource Officer”.
- 1.1.2 The trainee will identify the three roles that the SRO may assume within the school environment (law enforcement, educator, mentor).
- 1.1.3 The trainee will explain the history of the SRO program in New Jersey.
- 1.1.4 The trainee will explain the history of the SRO program in other states.

1.2 School Safety and Security

- 1.2.1 The trainee will explain the concept of crime prevention and the application of community policing techniques on the school campus.
- 1.2.2 The trainee will explain Crime Prevention Through Environmental Design (CPTED) and its application to the school environment.
- 1.2.3 The trainee will explain the purpose and components of a state mandated school emergency plan that shall include the following:
  - A. Bomb threats (DOE/AFT CD)
  - B. Emergency evacuation
  - C. School lockdown procedures
  - D. Public information procedures
  - E. Active shooter response
- 1.2.4 The trainee will prepare a school security audit.

- 1.2.5 The trainee will explain the purpose and components of a school vulnerability assessment.
- 1.2.6 The trainee will prepare a school vulnerability assessment.
- 1.2.7 The trainee will explain the concept of community policing in the schools.
  
- 1.3 Behavior Threat/Risk Assessment
  - 1.3.1 The trainee will define what a threat is.
  - 1.3.2 The trainee will explain the four types of threats.
    - A. Direct
    - B. Indirect
    - C. Veiled
    - D. Conditional
  - 1.3.3 The trainee will define the three levels of risk.
    - A. Low level
    - B. Medium level
    - C. High level
  
- 1.4 Instructional Duties
  - 1.4.1 The trainee will explain the role of the SRO to teach law related classes within the school system.
  - 1.4.2 The trainee will identify at least four law topics that promote public understanding of the law.
  
- 1.5 Counter Terrorism
  - 1.5.1 The trainee will explain the definition of terrorism.
  - 1.5.2 The trainee will identify terrorism indicators (7 signs of terrorism).
  - 1.5.3 The trainee will explain how crime prevention can be applicable to the prevention/detection of terrorism.

1.6 Funding and Grants

1.6.1 The trainee will explain the importance of fund raising.

1.6.2 The trainee will identify two sources of fund raising for programs.

1.7 Initial Meeting with School Staff

1.7.1 The trainee will explain the importance of developing a working relationship with the school staff.

1.7.2 The trainee will prepare an agenda format for the initial meeting with the school staff.

1.7.3 The trainee will identify areas of importance for discussion at the initial meeting.

1.8 Summer Role

1.8.1 The trainee will identify roles and responsibilities of the SRO during the summer break.

1.8.2 The trainee will identify at least four different activities that can be undertaken during the summer break to enhance the relationship with the SRO and the students. (Junior Police Academy, field trips, play station tournaments, summer program)

1.9 Documentation

1.9.1 The trainee will explain the importance of documentation

A. Weekly activity sheets

B. Weekly narrative

- C. Incident reports
- D. Contact forms
- E. Daily journals/activity logs

1.10 Other Resources

- 1.10.1 The trainee will explain the importance of other school based law enforcement educational programs (DARE, GREAT, Project Phoenix etc).
- 1.10.2 The trainee will identify two counseling resources available within the school community

**Functional Area 2.0 LAW**

**Unit Goal:** To provide the trainee with the working knowledge of juvenile law as it applies to the School Resource Officer

**Performance Objectives:**

2.1 Juvenile Law

- 2.1.1 The trainee will explain the three goals of the New Jersey Code of Juvenile Justice. (2A:4A-21 Accountability; Rehabilitation; Protection of Public)
- 2.1.2 The trainee will define the following terms (Juvenile Code 2A:4A-22):
  - A. juvenile
  - B. delinquency
  - C. juvenile-family crisis.
- 2.1.3 The trainee will give examples of offenses that do not constitute juvenile delinquency. (Juvenile Code 2A:4A-23 & AG Guidelines)
- 2.1.4 The trainee will explain the standards for taking a juvenile into “custody”, and the required notification to parents. (Juvenile Code 2A:4A-31)

- 2.1.5 The trainee will explain which constitutional and procedural rights do not apply to juveniles. (Juvenile Code 2A:4A-40)
- 2.1.6 The trainee will describe the circumstances under which law enforcement records pertaining to juvenile delinquency or juvenile-family crises may be disclosed. (Juvenile Code 2A:4A-60)

## 2.2 Search/Seizure School Search Manual

- 2.2.1 The trainee will explain the authority for a search by a school official.
- 2.2.2 The trainee will explain the standard of proof needed to justify a school search.
- 2.2.3 The trainee will define the terms
  - A. Reasonable grounds - as it relates to a search by school officials.
  - B. Loco parentis
  - C. Probable Cause
  - D. Reasonable Suspicion
- 2.2.4 The trainee will list at least ten factors or circumstances that may be used to determine if reasonable grounds exist for a school search.
- 2.2.5 The trainee will describe the procedure for conducting a school search.
- 2.2.6 The trainee will explain the rules for conducting a search on school grounds or on a school bus with respect to a student's:
  - A. person
  - B. locker's
  - C. possessions
  - D. vehicle

## 2.3 Memorandum of Agreement/Understanding (MOU)

- 2.3.1 The trainee will explain the importance of having a MOU between the police department and the school.
- 2.3.2 The trainee will the key elements that should be covered in an MOU.
- 2.3.3 The trainee will list those offenses that require referral from officials to law enforcement officials.

- 2.3.4 The trainee will list those offenses that are presumptive referrals school officials to law enforcement officials.
- 2.3.5 The trainee will explain how often the MOU must be reviewed, and who must approve it.
- 2.3.6 The trainee will explain, pursuant to the MOU, the required disclosure of juvenile information by law enforcement officials to school officials.
- 2.3.7 The trainee will explain the protocol for taking a student into custody on school property.
- 2.3.8 The trainee will explain the role of the school staff in reporting the use or possession of controlled substances a student.

#### 2.4 Juvenile Complaint System

- 2.4.1 The trainee will explain “curbside warnings”. (AG Guidelines)
- 2.4.2 The trainee will explain the standards for a Station House Adjustment. (AG Guidelines)
- 2.4.3 The trainee will explain the requirements for filing a juvenile delinquency complaint. (Juvenile Code 2A:4A-30)
- 2.4.4 The trainee will explain the procedure for docketing juvenile delinquency complaints with the Family Court. (Juvenile Code 2A:4A-71)
- 2.4.5 The trainee will explain detention alternatives that a law enforcement officer may utilize. (Juvenile Code 2A:4A-34)
- 2.4.6 The trainee will explain the criteria for placing a juvenile into detention after court hours on a juvenile complaint. (Juvenile Code 2A:4A-34).
- 2.4.7 The trainee will explain the juvenile admission log.

#### 2.5 County Intake Services

- 2.5.1 The trainee will explain the role of Court Intake Services. (Juvenile Code 2A:4A-70)

- 2.5.2 The trainee will list factors to be considered by Court Intake Services in determining whether to recommend diversion of a juvenile complaint. (Juvenile Code 2A:4A-71,72 & 73)
- 2.5.3 The trainee will explain the following diversions:
  - A. Juvenile Conference Committees (Juvenile Code 2A:4A-75)
  - B. Court Intake Service Conferences (Juvenile Code 2A:4A-74)

## 2.6 Overview of the Juvenile Justice System

- 2.6.1 The trainee will explain the jurisdiction of the Family Court as it relates to juveniles. (Juvenile Code 2A:4A-24)
- 2.6.2 The trainee will explain the procedural differences between the Family Court and the Criminal Court . (Juvenile Code 2A:4A-24)
- 2.6.3 The trainee will explain the procedure once a juvenile has been placed into detention on a juvenile delinquency complaint. (Juvenile Code 2A:4A-38)
- 2.6.4 The trainee will explain the role of the Family Crisis Intervention Unit. (Juvenile Code 2A:4A-82 through 87)
- 2.6.5 The trainee will describe truancy matters as they relate to the Family Crisis Intervention Unit. (Juvenile Code 2A:4A-22)
- 2.6.6 The trainee will describe the most frequently used disposition in Juvenile Court. (Probation)
- 2.6.7 The trainee will explain the possible dispositions, other than incarceration, for a juvenile who has been adjudicated delinquent. (Juvenile Code 2A:4A-43)
- 2.6.8 The trainee will explain the different incarcerations that are permitted after a juvenile has been adjudicated delinquent. (Juvenile Code 2A:4A-44d)
- 2.6.9 The trainee will describe circumstances under which a juvenile matter may be referred to another court. (Juvenile Code 2A:4A-26 & 2A:4A-27)

## 2.7 Juvenile Outreach Programs

- 2.7.1 The trainee will explain the importance of out-patient programs for:
  - A. Juvenile sex offenders.
  - B. Juvenile firesetters.
  - C. Juvenile anger management
  - D. Juvenile substance abuse
  
- 2.7.2 The trainee will explain the role of the following organizations and how their assistance can be utilized by the School Resource Officer:
  - A. Youth Services Commission.
  - B. Department of Family Guidance.
  - C. National Guard Outreach program.

## 2.8 Juvenile Interviews

- 2.8.1 The trainee will explain the role of the school official in conducting an interview of a student suspected of violating the law. (NJ School Search Policy Manual)
  
- 2.8.2 The trainee will explain the requirements for a law enforcement
  
- 2.8.3 The trainee will explain three circumstances under which a law enforcement officer may question a juvenile in the absence of a parent or guardian. (NJ Search Manual & AG Guidelines)
  
- 2.8.4 The trainee will explain when a juvenile interrogation must be recorded. (AG Guidelines, Directive 2006-04)

## 2.9 Juvenile Processing (Juvenile Code 2A:4A-61)

- 2.9.1 The trainee will explain the procedure for processing when charging a juvenile who is fourteen years of age or older.
  
- 2.9.2 The trainee will explain the charging process for a juvenile under the age of fourteen.
  
- 2.9.3 The trainee will explain the procedure for obtaining the fingerprints of a juvenile for comparison purposes.
  
- 2.9.4 The trainee will explain under what conditions a juvenile under the age of fourteen may be photographed.

2.10 Crimes

2.10.1 The trainee will explain how the following crimes are of importance to students within the school system:

- A. Sex crimes
- B. Criminal mischief
- C. Graffiti
- D. Gang membership
- E. Bias incidents

2.11 Division of Youth and Family Services (DYFS)

2.11.1 The trainee will explain the procedures used for notification to DYFS

2.12 Title 18

2.12.1 The trainee will define the following areas of Title 18:

- A. Corporal punishment (18A:6-1)
- B. Dress code (18A:1-7, 18A:1-8 & 18A:1-9)
- C. Training (18A:17-43.1)

**Functional Area 3.0     TEACHING METHODOLOGIES**

**Unit Goal:**     The trainee will understand the requirements and strategies needed to

**Performance Objectives:**

3.1 Lesson Plan Development

3.1.1 The trainee will prepare a lesson plan.

3.1.2 The trainee will present simulated instruction for a period of 5 to 10 minutes, based upon the lesson plan.

3.2 Classroom Management

- 3.2.1 The trainee will explain the role of the SRO as an educator, and the benefit of the SRO to the school.
  - 3.2.2 The trainee will explain the philosophy to either teach or not teach.
  - 3.2.3 The trainee will identify the skills needed to effectively teach in a classroom setting.
  - 3.2.4 The trainee will explain the concept of teaching law related education in schools, and the impact on the students who participate.
  - 3.2.5 The trainee will explain the importance of classroom management and discipline.
  - 3.2.6 The trainee will identify the characteristics of a successful and achievement oriented classroom.
- 3.3 How Children Learn
- 3.3.1 The trainee will identify the six ways children grow.
  - 3.3.2 The trainee will explain the difference between developmental age and chronological age.
  - 3.3.3 The trainee will identify the characteristics of children in the four stages of development.
- 3.4 Principles of Effective Learning
- 3.4.1 The trainee will identify the eight principles of learning.
  - 3.4.2 The trainee will identify at least three different learning styles.
- 3.5 Cultural Diversity
- 3.5.1 The trainee will explain the cultural diversity in schools.
  - 3.5.2 The trainee will explain the stereotypes for the different cultures.

- 3.5.3 The trainee will explain how some cultures have a distrust of law enforcement.
- 3.5.4 The trainee will define the four ways to improve their communications skills (vigilant observer; timing tone; and tact).
- 3.5.5 The trainee will explain cultural fluency.
- 3.5.6 The trainee will explain the strategies for preventing bullying in school.
- 3.5.7 The trainee will explain how to respond to bullying in school.
- 3.5.8 The trainee will identify the indicators and symbols of bullying within the school system.

### 3.6 Special Needs

- 3.6.1 The trainee will define an Individual Educational Plan (IEP).
- 3.6.2 The trainee will explain the I.Q. scale and how it applies to special education.
- 3.6.3 The trainee will explain the different classifications of children with special needs.
- 3.6.4 The trainee will explain the role of the special needs student and the criminal justice system.
- 3.6.5 The trainee will identify five characteristics of the special needs students.
- 3.6.6 The trainee will identify the emotional issues facing special needs students.

## Functional Area 4.0    MENTORING

**Unit Goal:** To provide the trainee with the confidence and strategies necessary to become an effective School Resource Officer

### **Performance Objectives:**

#### 4.1    Mentoring Roles and Responsibilities

- 4.1.1    The trainee will define the term “mentor”.
- 4.1.2    The trainee will explain the roles and responsibilities of being a mentor and law enforcement officer.
- 4.1.3    The trainee will identify the personal characteristics, and explain appropriate conduct necessary to become a successful mentor.
- 4.1.4    The trainee will develop three strategies to advance the concept of peer mediation and conflict resolution.
- 4.1.5    The trainee will explain the importance of mentoring ethics.
- 4.1.6    The trainee will define Critical Incident Stress Management (CISM).
- 4.1.7    The trainee will explain the role of CISM in the school.

#### 4.2    Barriers to effective mentoring

- 4.2.1    The trainee will define the barriers to effective mentoring
- 4.2.2    The trainee will define the concerns associated with law enforcement officers acting as mentors with regard to confidentiality and liability (crimes, suicides, legal concerns, family problems).

#### 4.3    Communication Skills

- 4.3.1    The trainee will identify the communication skills necessary for effective mentoring.

**Functional Area 5.0      WORKING WITH SCHOOL ADMINISTRATION**

**Unit Goal:** To provide the trainee with the confidence and strategies necessary to work within the school environment.

**Performance Objectives:**

5.1 Managing a meeting

- 5.1.1 The trainee will explain who should attend the first meeting, and develop an agenda for the meeting.
- 5.1.2 The trainee will explain the importance of attending orientation sessions for teachers.
- 5.1.3 The trainee will explain the importance of maintaining communication with Parent Teachers Associations/Organizations.
- 5.1.4 The trainee will explain the importance of attending “Back to School Night” and any other school activity that is deemed appropriate.

5.2 Chain of Command

- 5.2.1 The trainee will explain the structure and importance of chain of command, as designed by the Chief Law Enforcement Officer.

5.3 Programs with Common Goals

- 5.3.1 The trainee will list three programs that may be implemented within the school system that address issues such as drug recognition, gang identification, hate and bias crimes, etc.
- 5.3.2 The trainee will identify the indicators and symbols of gang affiliation and culture.

#### 5.4 Instructing Law Related Education Courses

5.4.1 The trainee will name four law related education courses that may be easily incorporated in the school system.

5.4.2 The trainee will name three courses that may be presented to teachers or administrators within the school system.

### **Functional Area 6.0     Anti-Bullying Bill of Rights Act**

**Unit Goal:** To provide the trainee with the requirements and strategies to recognize, prevent and address bullying in our schools and communities.

#### **Performance Objectives:**

##### 6.1 Bullying

6.1.1 The trainee will define bullying.

6.1.2 The trainee will identify the trends of bullying

6.1.3 The trainee will define and identify the effects of victimization

6.1.4 The trainee will identify the components of bullying  
A. Harassment  
B. Intimidation  
C. Electronic Communication

6.1.5 The trainee will define  
A. Harassment  
B. Intimidation  
C. Electronic Communication

6.1.6 The trainee will identify the characteristics/signs of the bullying victim

6.1.7 The trainee will identify the characteristics/signs of the bully

6.1.8 The trainee will identify strategies in the prevention of bullying

6.2 Provisions of the Anti-bullying Bill of Rights Act

6.2.1 The trainee will identify the required policies for schools

6.2.2 The trainee will identify the roles of law enforcement

**DRAFT**