



To: John J. Bryfonski, Chief of Police  
From: Daniel A. Doudi, Captain of Police  
Date: September 19, 2016  
Re: **Justification -Additional School Resource Officer**  
Prepared By: Michael R. Bernard, Lt, Bedford Police Department  
Reviewed By: John J. Bryfonski, Chief of Police

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## **BACKGROUND**

The Bedford Police Department (Department) submitted an application to the U.S. Department of Justice (DOJ), Office of Community Oriented Police Services (COPS) on June 15, 2015, which requested funding from COPS for two (2) police officer positions; one of which to be assigned as a School Resource Officer (SRO). The request for an additional SRO was predicated upon student population within the Bedford School District; the need for increased involvement of an SRO within the Middle and Intermediate School(s) to provide additional substance misuse prevention capacity as well as additional safety and security. Per agreement with COPS, the second officer hired must be a post-9-11 veteran. The COPS grant application from the Department was accepted by DOJ on July 14, 2015 after review and concurrence by the Chair, Bedford Town Council.

## **DISCUSSION**

In addition to the overarching goal of school safety, the primary value of an additional SRO is derived from informal as well as formal student contact(s). Anecdotal information provided by parents as well as direct evidence from Department investigations highlight the intrinsic value of an SRO's informal contacts with students through positive role modeling; advice and confidential information that led to the identification of student(s) contemplating inappropriate/unsafe behavior and information that led to the identification of student(s) involved in criminal activity.

Bedford Police Department SRO(s) have been uniquely successful in developing information regarding contemplated as well as actual unsafe behavior by students; underage drinking parties; suicidal threats and ideations; sexual assault(s); simple assaults; bomb threats; drug distribution activity; vandalism; theft; and firearm(s) on campus. However, only one (1) SRO servicing such a large student population at the High School/Middle School complex results in no capacity to service the McKelvie Intermediate School (MIS) population or the elementary schools and thus severely constrains the Department from achieving the level of success necessary with this program.

Justifying the needed for two (2) SRO's, particularly a SRO at the MIS is critically important given what we know about early age experimentation with alcohol and other substance(s). Additionally, a second SRO would also be able to help to provide coverage at the Ross A. Lurgio (RAL) Middle School, MIS as well as all three elementary schools. Working with those youth approaching the formative years known for initial experimentation or those on the edge of trouble or in trouble or at risk, the SROs, in conjunction with school administration would achieve greater success through increased capacity via contacts and coordination.

In this report, we describe the activities of the current, singular, SRO at RAL and Bedford High School (BHS) as he/she engages in problem-oriented policing projects (POP). As we learned, however, problem-oriented policing is only one aspect of what the SRO is doing in the school. We know that his activities are much broader than one or two POP projects as he acts as a mentor, roll model, confidant, liaison between the Department and school administration as well as parents and the community and is engaged in proactive crime prevention.

However, the most important role that a SRO has is that of police officer in the school; to provide a constant presence and layer of security that establishes the campus as a safe environment conducive to learning for both students and staff. The quotient of safety and security derived from police presence on campus in this age of increased school violence is immeasurable. Highly publicized school violence events beginning with Columbine and the most tragic at Sandy Hook Elementary continuing to just the past week involving other schools across the county creates a fear in the minds of students, staff, and parents that no school; no community; no campus is immune. While any number of SROs on campus is no guarantee that all school violence will be prevented; the omnipresence of police on campus serves as a distinct deterrent as well as provides greater opportunities to detect and thwart school violence before it occurs. The need to assure students, staff and parents that our schools are safe that creates the proper environment for learning is and continues to be the paramount activity for SROs. For students and educators to achieve their full potential, safe schools are fundamental.

Students who report feeling safe in school are more engaged in class, have higher academic achievement, and have lower rates of absenteeism, truancy, and behavioral issues. Likewise, educators who report feeling safe in school are better able to focus on academics, are more likely to remain in their positions and are better equipped to teach and support students. Feeling safe in school is intrinsically connected to achieving educational outcomes for students and educators alike.

We as a Department are not able to measure the absence of or preventable events and situations that would occur if the SRO was not in the school unless the SRO was removed for a sufficient period of time to permit an accurate study of the affect. However, the proactive, coordinated and collaborative approach that the Bedford Police Department takes in deploying our SRO program ensures the ultimate goal of safety is achieved.

In speaking with the BHS SRO he advised that a substantial amount of his time was spent on law enforcement duties such as foot patrols and inspections and that approximately three quarters of his time involved "preventative duties" leaving scant time for more in-depth investigation(s) of matters that come to his attention from school administration or students. Adding a second SRO would provide substantially increased capacity for informal counseling, mentoring, role modeling or instruction as may be requested and approved by school administration. For example, a second SRO would be able to address issues like but not limited to bullying and or social media related issues at

RAL and MIS; address the concerns related to increased use of alcohol by Bedford students and focus on substance misuse prevention and education as well as mentoring. According to the National Association of School Resource Officers (NASRO) most students had favorable attitudes toward police officers both prior to and after the arrival of SROs at their school. Of the teachers who reported feeling unsafe prior to the presence of SROs at the school, 74% reported feeling safe one year after their arrival and continued to feel safe two years after the initiation of an SRO program.

Below are some additional responsibilities an additional SRO may take on; note this list is not an approved nor an all-inclusive listing:

- Monitor RAL and or MIS student drop-off/pick-up;
- Monitor parking lots both on and off campus for suspicious activity, parking and safety related violations, etc. (goal is to be familiar with student's vehicles);
- Coordinate with the BHS SRO on a daily basis and balance workload and share information;
- Check in with guidance departments at RAL and MIS.
- Ensure perimeter security; bridge known security vulnerabilities;
- Monitor students for suspicious activity and act as a resource for students should they have questions or concerns;
- Being highly visible during peak times of the school day to monitor problem areas such as restrooms and secluded rooms/areas of schools and school properties;
- Monitor lunch room activity and interact positively with students;
- Attend RAL and MIS administrative meeting(s) as appropriate to discuss incidents related to or possibly affecting school security, safety and or students; discuss student activities and events, etc.;
- Attend additional school events to strengthen Community Policing;
- Assist with variety of school activities such as fire drills, safety drills, school assemblies, emergency planning; and participate as needed in school, staff, and other meetings, senior projects, voting day and school dances/events;
- Provide increased presence with second SRO visiting all elementary schools for events; meetings and activities;

- Act as Resource for parents, staff and students through phone calls, emails and face to face interactions on a variety of issues such as advice on how to handle situations, drug trends, underage parties and legal questions to name a few;
- Monitor school dismissals by observing traffic, parking lots, pedestrian cross walks, off campus parking and unsafe driving by both parents and students.

**SRO CASES:**

<b>YEAR</b>	<b>INCIDENTS</b>	<b>ARRESTs</b>
2012	26	5
2013	20	5
2014	12	4
2015	10	1

\*[Note that studies reveal that the presence of SROs over time results in fewer incidents and arrests.]

**Duties-Programs-Activities Curtailed/Eliminated due to Elimination of Second SRO:**

ELEMENTARY SCHOOLS (Peter Woodbury, Riddle Brook & Memorial Schools)

- Direct Liaison with School Administration and Guidance Department-Eliminated.
- Weekly visits to building to get to know students and staff (lunch time, all school meetings, special events & field day)-Eliminated
- Assist with Officer Phil Program (school safety program)-Eliminated
- Monitor student drop off/pickup-Eliminated
- Safety/security patrols-Curtailed (Sector Patrol School Safety Checks contingent upon staffing and availability)
- Educational instruction/story time on regular basis-Eliminated.
- **Role modeling; mentoring and building trust in law enforcement-Eliminated.**

INTERMEDIATE SCHOOL (McKelvie)

- Direct liaison with School Administration and Guidance Department-Eliminated
- Weekly visits to building to get to know students and staff-Eliminated

- Assist Health teacher with instructing classes on Internet safety, Peer Pressure, Social Media & Bullying-ELIMINATED
- Instruct classes with 5th grade science teachers on the history and theory of fingerprints- and crime investigation techniques-Eliminated
- Monitor student drop off/pickup-Eliminated
- Assist with traffic issues-Eliminated
- Safety/security patrols-Curtailed (Sector Patrol School Safety Checks contingent upon staffing and availability)
- **Role modeling; mentoring and building trust in law enforcement-Eliminated.**

MIDDLE SCHOOL (Ross A. Lurgio (RAL))

- Assist health teacher with instructing lessons on Internet safety, Drug Trends, Peer Pressure, Social Media and other topics related to Law Enforcement-Eliminated
- Assist 7th grade teachers with teaching a course on the Constitution and specifically the 2nd, 4th, 5th and 6th amendments to the constitution (very popular class)-Eliminated
- **Interactions with students; providing advice; informal counseling, role modeling; mentoring and building trust in law enforcement-Curtailed**

#### **EVIDENCE-BASED NEED FOR SECOND SRO:**

DEPARTMENT SPECIFIC DATA:

The following information compiled by a Department member that had served as the second SRO prior to the elimination of the position including activities, programs and evidence is provided as Department specific data and anecdotal information for consideration.

1. Former Child In Needs of Services (CHINS) petitions- filed numerous petitions in court for adolescents in need of services (mental health, substance abuse, etc.), often at the request of the parents or the school, for such issues as unruly juvenile (included drug use), truancy, or habitual runaway. This provided support for parents with the assistance of a JPPO to assist with monitoring and supervision of child. [Note: Recent revisions to juvenile law in NH eliminated CHINS; however, the requirement for such referrals remains; however, one (1) SRO is unable to administer such a program effectively.]

2. Building rapport/relationships with students- Assigned to one school provides time and opportunity to be a resource for students and build relationships with them that has proven beneficial in their time of need.

Example: Based on contact with one student at BHS, the second SRO was able to build a trusting relationship that led to the disclosure of sexual abuse to the SRO and requested that SRO conduct the forensic interview (Normally conducted by forensic interviewer, not law enforcement).

Example: Based upon the same trust established with students, a different student contacted the second SRO who observed the student presented what appeared to be self-inflicted injuries. The SRO determined the student was depressed, suicidal; however, the student had not received any assistance from family. The SRO was able to obtain assistance for the student despite resistance from family members by invoking potential action by DCYF.

3. The second SRO created lesson plans/PowerPoint presentation(s) and provided instruction in numerous classes such as but not limited to dating violence, search and seizure, psychoactive drugs, drug impairment, etc. These courses included an educational element infused with law enforcement knowledge and experience not available from non-law enforcement sources provided students with a global perspective on these issues and implications of such in their juvenile and adult lives.

4. The second SRO monitored social media sites in an attempt to be proactive with current issues involving students (possible underage parties, bullying, harassment, etc.), and addressed issues as they arose. Often this proactive approach allowed for early intervention before the incident became more problematic.

5. Drug Enforcement- Number of drug arrests significantly higher with additional SRO, in light of additional time to conduct investigations for use and sale of controlled substances on school grounds.

#### RESEARCH ON SRO PROGRAM(S)

Recent research conducted by a private consulting group revealed data that SRO programs do not result in an increased number of student arrests merely due to the presence of an SRO. A 2009 study by the University of Tennessee examined school discipline for 28-middle and high schools in the Knoxville area over a three year period and found no difference between schools in the overall number of arrests per officer that had SROs and those that did not. The evidence from the study also suggests that SROs tend to downgrade incidents and offenses as compared to patrol officer(s).<sup>1</sup>

The consulting group also noted that there was no empirical research or evidence that suggested SROs engaged in widespread action to criminalize minor behaviors of students. The group also reported that SROs created the opportunity for students to build non-confrontational contacts and

relationships with law enforcement officers, which may contribute to improved and positive opinions of law enforcement in later life.<sup>2</sup>

Evidence from Bedford's SRO program that has been in existence for several year(s), supports the assertions made by the research group witness the declining number of arrests; a low level of criminal incidents and no evidence of increased criminalization. Moreover, evidence from the Bedford SRO program clearly denotes the collaborative relationship between the Police Department and school administration positively reflects upon the low number of referral(s) of school incidents to the SRO and Police Department and underscores the success of the program.

In fact, the presence of an SRO in Bedford can be anecdotally tied to the reduction in the number of referrals for disciplinary acts or incidents with the program's emphasis on safety, health and welfare, mentoring and role modeling that promotes a safe, inclusive and positive experience for students with no negative or intended consequences.

However, evidence and data from the recent Youth Behavior Risk Survey and Department investigations reveals a concern that increased use of alcohol and drinking as well as the number(s) of students using or experimenting with substances especially at an early age underscores the need for additional SRO presence to assist school administration and counseling to reverse these trends and numbers.

In a January 29, 2016 article by Darrell Halen, Union-Leader, on SROs referenced Bedford's current SRO, Officer William "Spike" Donahue who told the reporter, "You're kind of the bridge between the Police Department and the school district, the go-to person. You have to be able to get along with kids, school administration." In addition, Bedford High School Principal Bill Hagen discussed the development of important relationships between SROs and students, "If it's positive and trusting, (students) feel comfortable to go to them and talk about real issues-what's going on at home (and) with friends, boyfriend issues girlfriend issues." Officer Donahue went on to say, "I try to be as visible as possible. I try to be where the kids are. At lunch time, I make sure I'm near the lunch room. In the lunch room, you can have 300 kids. You're there for visibility and you're there for them, to be a resource for them. If I know there's an assembly, I'll try to show up for that. I try to get to know every single kid."<sup>3</sup>

There is no study or measure that attaches value to having an SRO like "Spike" in our schools for if there was such empirical evidence, the task of delineating the value of an SRO would be much easier. Instead, we look to actual evidence and experiential outcome(s) from which to draw our conclusions relating to the efficacy of the Bedford SRO model.

The Congressional Research Service published a study for use by Congress in June 26, 2013, entitled "School Resource Officers: Law Enforcement Officers in Schools." The findings from this research point out the dearth and mixed results of reliable studies that attempt to determine the efficacy of

SRO programs noting the body of research is "limited." The paper did note that the Bureau of Justice Statistics indicated that circa 1997-2000-2003-2007 in communities with populations of 10,000-24,999 68% of all police departments had SRO programs and that the average number of officers in those programs was two (full-time) SROs. The paper also noted that \$150 million was earmarked in the 2014 fiscal year budget to, in-part, support SRO funding and that between 1999 and 2002 DOJ/COPS Office funded 6,300 SRO positions.<sup>4</sup> This programmatic funding continues and supported the COPS grant award for the Bedford Police Department to support an additional SRO position.

While funding alone is not evidence relative to the efficacy of SRO programs, it nevertheless is substantial and convincing that SRO programs have and continue to receive broad support in thousands of schools and communities across the U.S. with more than 19,000 SROs on duty today. Such broad support is generally derived from the need to project law enforcement presence on school campus' to deter and address crime and create an environment that actually is as well as "feels safe" for students, staff and parents. As noted by Congressional Research, while results from studies are mixed, the anecdotal and case specific information derived from SRO programs is broadly and widely accepted as sufficient to encourage continued support.

In a recent September 8, 2016 article U.S. Attorney General Loretta E. Lynch stated, "By fostering relationships of trust and respect between students and school resource officers, we can continue to build safe schools where our young people can learn and thrive-a vital effort that the Department of Justice will continue to advance with our partners at the federal, state and local levels in the months to come."

In that same article U.S. Secretary of Education John B. King Jr., stated, "School resource officers can be valuable assets in creating a positive school environment and keeping kids safe. But we must ensure that school discipline is being handled by trained educators, not by law enforcement officers."<sup>5</sup>

The Bedford SRO program not only comports with Secretary King's recommendation our program underscores the requirement that school discipline is best handled by school administrators, which is delineated in the memorandum of understanding (MOU) between the Police Department and School Administration that was collaboratively developed and revised by Superintendent McGee and Chief Bryfonski just a few weeks ago.

A policy brief developed by the Nelson A. Rockefeller Center at Dartmouth College for the Town of Hanover, NH dated June 25, 2013 entitled, "The Use of School Resource Officers in High Schools" corroborated the Congressional study, that research on the efficacy of SRO programs is at best mixed noting that "multiple studies with similar experimental designs have yet to be conducted. Individual studies have been done, yet because of different experimental designs, the results cannot be compared and often conflict with one another."<sup>6</sup>

Yet, the Dartmouth brief went on to note that evidence suggests that a police presence in schools would enable positive interactions with and improve student's perceptions of police. The brief noted their research found, much like the Bedford model, that SROs can be most effective when acting as counselors especially on those campus' with low levels of crime or violence and they can also act as educators with school specific curriculum based upon need.

The Dartmouth research involved case studies of five towns with SRO programs: Belmont, NH, Moultonborough, NH, Pelham, NH, Clinton, NY and Suffield, CT. The studies contrasted each program, many having similar attributes as the Bedford model. The research by Dartmouth noted that SROs "appear to help police officers get involved directly in schools. Children and youth often are more comfortable with police officers on patrol." Also, "Police officers also appear to contribute to a more positive educational environment and feelings of safety within the school. Students appear to be more likely to pursue law enforcement after feeling more connected to officers through the SRO program and other more active participation in programs run by the SRO. Finally, any juvenile offenders might receive more personalized help in case of an offense through the aid of an SRO with whom they are already familiar." Disadvantages noted were, "SRO program(s) may cause challenges in the relationship between school districts and the local police station. If the two institutions' expectations are not aligned, it can lead to tension or misunderstanding of issues such as funding for the SRO position or the appropriate responsibilities and tasks of an SRO.<sup>7</sup>

Notwithstanding the discussion relative to funding, the Bedford model is one that offers no evidence in connection with the duties and responsibilities or tasks of an SRO. Developed from years of collaboration and experience between the Police Department and School Administration, the Bedford model is one that is well grounded on clearly understood rules documented in the MOU and further refined from experience and application.

Finally, the report, "To Protect & Educate: The School Resource Officer and the Prevention of Violence in Schools" published by the National Association of School Resource Officers (NASRO) goes deeper into the aspects of SRO programs, requirements and impact. The report is one tool to use as a reference guide to the implementation of SRO programs and will assist in any needs assessment. Drawing upon some empirical but mostly evidentiary case based data and information, the report corroborates other findings that SRO programs positively influence school safety and especially the notion of "feeling safe" on campus. The report presented data on school violence (74% reporting at least one or more violent incidents); Center for Disease Control data on the number of students that brought a weapon to school (2009-5.6%) and the rate of bullying amongst 12-18 year old students in the past six months (28%) as well as additional data sets that underscore the fact that issues which can be positively influenced by the presence of SROs do exist virtually everywhere and that statistically Bedford is not immune. The constant theme throughout the report is the ever present aspect of positive interaction, role modeling, counseling and informal/formal counseling that impacts thousands of students every day in the U.S. The report also corroborated

the fact that the impact of SRO programs difficult to measure empirically but offers substantial evidentiary information in support of SRO program impact. The report also underscores what we already know and have put into practice in Bedford, that the decision to place an SRO is a community decision; that collaboration between school officials and SROs is critical to success in creating safe environments for learning that not only are safe but also “feel safe”; reduce victimization and improves the perception of law enforcement by students and staff and most importantly is an additional and important layer to increase the opportunity for proactive interventions across the spectrum of issues and concerns that affect students, staff, educators and parents.<sup>8</sup>

In summary, while empirical evidence is mixed due somewhat to conflicting research methodologies, anecdotal and case evidence strongly supports the efficacy of SRO programs; that the majority of schools and police departments across the U.S. in the same population category as Bedford utilize SROs and that the average number of full-time SROs is two (2); that Congress and successive presidential administrations have continued to support federal funding of SRO programs, which resulted in an award to Bedford to increase our capacity and that our own experience with the Bedford SRO program or “model” has been highly successful and that by increasing our SRO capacity will not only bring Bedford in line with the majority of departments across the country and our own region (see below) it will measurably impact the health, welfare and most importantly the safety of our students, staff and educators.

### **REGIONAL COMPARATIVE SRO STAFFING AND FUNDING:**

#### Windham Schools-2 SROs

Officer(s) 1 – High School

1 – Middle School

Each Officer is also assigned an Elementary School

Population: HS - 800 students

MS – 800 students

Funding: 100% thru Police Department for both

Other duties: Drug presentation’s, assist with health class topics, chaperone school events, guest speaking for classes on variety of topics. Positive role model’s

#### Alvirne High School (Hudson)-3 SROs

Officer(s) 1 – High School

1 – Middle School

1 – Elementary

Population: HS – 1400

MS – 700 +

Elementary schools - 4 public, 1 private (total 5)

Funding: 100% thru Police Department for all three.

Other duties: D.A.R.E, guest speaking for classes on variety of topics. Positive role model.

#### Londonderry School District-3 SROs

Officer(s) 1 – High School  
1 – Middle School  
1 – Elementary School (Floater)

Population: HS – 1600  
MS – 1300 (EST.)

Funding: 100% thru Police Department for all three

Other duties: Guest speaker for classes on variety of topics, Positive role model.

#### Salem School District-3 SROs

Officer(s) 1 – High School  
1 – Middle School  
1 – Elementary School

Population: HS – 1400  
MS – 975  
Elementary (5-schools)

Funding: 100% thru Police Department for all three

Other duties: High School SRO is guest speaker on drugs, criminal laws, tobacco and health risks, etc. Middle School SRO teaches 6-week program on drugs/alcohol (not D.A.R.E). Elementary School(s) SRO guest speaker on Halloween safety, stranger danger, etc.

#### Goffstown School District-1.5 SROs

Officer(s) 1 – High School (full-time)  
1 – Assists at Middle School instructing D.A.R.E program but not assigned as SRO.

Population: HS – 1150  
MS – 800

Funding: 100% thru Police Department

Other duties: Guest speaker on variety of safety related topics.

#### Exeter/Stratham School District-2 SROs

Officer(s) 1 - High School  
1 – Middle School

Population: HS – 1800 (regional) Located in Exeter  
MS – 1200 (regional) Located in Stratham (6 Towns)

Funding: Exeter Officer started as a grant but now 100% thru Police Department. Stratham Officer started as a grant but now 100% thru Police Department.

Other duties: High School SRO is guest speaker on variety of topics. Middle School SRO guest speaker on variety of topics and conducts a drug program for 7th grade students.

Merrimack NH School District-3-SROs

Officer(s) 1 – High School  
1 – Middle School  
1 – Upper Elementary (2- days/week)  
Population: HS – 1250  
MS – 800+

Funding: High School Officer is 100% paid by Police Department. Middle School is not a S.R.O grant but a 5 year Drug Free Community Grant; Upper Elementary is 100% paid by Police Department.

Other Duties: High School SRO is guest speaker on variety of topics in classes; Middle School SRO teaches drug unit class called P.A.C.T (Police and Child Together) and Upper Elementary SRO provides information to students on safety issues.

Amherst School District (Souhegan)-2 SROs

Officer(s) 1 – High School  
1 – Middle School  
Population: HS – 850  
MS - 650

Funding: 50/ 50 cost split between Police and School District for both SROs; Middle School SRO originally funded from a grant.

Duties: High School SRO is provides information to students on a variety of topics; Middle School SRO teaches D.A.R.E, stranger danger, mock trial, computer safety and assists as a guest speaker in a variety of other classes.

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**Town of Bedford SRO Funding**

**Town of Bedford, NH  
School Resource Officer  
Estimated Costs for 2-YR Officer**

*Calculated by Finance Department [2015]*

	<b>CY 2015</b> 2-YR Officer - SRO
Hourly	23.34
Annual	48,547
Medicare	704
Retirement	12,807
Workers' Comp	728
Unemployment	50
Holiday	1,867
Life Insurance	122
Disability Insurance	415
Health - 90%	20,077
Dental - 90%	1,678
Educ. Incentive/Longevity	1,200
Clothing Allowance	1,000
<b>Total Costs</b>	<b>89,196</b>
Town Portion (25%)	22,299
<b>School Portion (75%)</b>	<b>66,897</b>

<b>Jul 2015 - Dec 2015</b> 2-YR Officer - SRO	<b>Jan 2016-Jun 2016</b> 2 -YR Officer - SRO
23.34	24.16
24,274	25,123
352	364
6,403	6,627
364	377
25	26
934	966
61	63
208	215
10,228	10,739
839	839
600	650
500	500
<b>44,787</b>	<b>46,490</b>
11,197	11,623
<b>33,590</b>	<b>34,868</b>

<b>School's</b>	<b>Total</b>
<b>FY16</b>	<b><u>68,458</u></b>

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**TOWN OF BEDFORD 2015 COPS GRANT AWARD:**

On October 1, 2015, DOJ/COPS released their 2015 COPS Grant Award recipients; the Town of Bedford was one (1) of four (4) recipients in the State of New Hampshire and received \$250,000 to support two (2) police officer positions. [Note: Other NH recipients were the Towns of Pittsfield, Dover, and Somersworth.]

Grant Requirements: The following represent the most significant requirements attached to acceptance of the Town of Bedford's 2015 COPS Grant Award; additional reporting, funding and operational requirements are included but not summarized here.

- i. Total Position(s): 2
- ii. Total Funding: \$250,000 (\$125,000/position)
- iii. Length of Grant: 3-years
- iv. Retention Requirement: 12-months (3 years + 12 months retention)
- v. Position Assignment(s): 2-officers assigned full-time SRO\*\*\*
- vi. Hiring Requirement(s): 1-officer must be a post 9-11 veteran
- vii. Acceptance of Grant: 90-days from 01SEP15 [12-30-15]
- viii. Acceptance of Funds: Funding must begin 36-months from acceptance
- ix. Supplanting: Not authorized, Town must hire or recruit up to 39
- x. Existing Vacancies: Town is not required to fill existing vacancies
- xi. Modification: Town may modify grant after acceptance; e.g. decline 1 position

\*\*\*Subsequent to receiving the COPS grant award, the Department determined that both positions funded by the grant must be assigned as SROs based upon a requirement released by DOJ which mandated assignment of any positions requested under school-based community policing programs. As such, the Department contacted DOJ and was directed to accept the current grant followed by a request for modification to eliminate one (1) of the two (2) funded positions.\*\*\*

**UTILIZATION OF COPS GRANT AWARD FUNDING:**

If the Town Council and School Board agree, the Department will to hire one (1) officer who be assigned to as a second SRO. [Note: The Department will re-assign an experienced officer as the second SRO selected in conjunction with the Superintendent of Schools and a new officer will be hired to fill the vacancy created by the experienced officer's reassignment as an SRO.]

The addition of the one additional patrol officer will bring the total number of sworn personnel in the Department to 38, which remains one position less than regional staffing standards for Departments within the range of population such as Bedford's and three (3) positions below the complement recommended by an independent law enforcement consulting firm based upon their study and workload analysis (2006).

The Department, in conjunction with the Superintendent of Schools, envisions an expanded role for the second SRO to include a regular block of instruction in health/safety related topics to intermediate grade students as well as a more robust exposure to students in health classes and other programs. The primary value of the second SRO rests in evidence that indicates SROs are more likely to establish trusting relationships with students over time that results in positive role modeling/mentoring. Moreover, anecdotal evidence confirms the notion that students who develop trusting relationships with SROs are more likely to share information and seek out advice from SROs than traditional school counselors or staff leading to effective early intervention, prevention and the ability to identify student(s) that require additional services to address their specific needs.

### **COST and FUNDING**

The cost and tax impact of this grant is contingent upon resolution of funding between the Town Council and School Board. Currently, the sole SRO is funded by a combination of School Board authorized funds (75%) and Town authorized funds (25%).

Total cost of a second SRO at the time the Finance Department calculated was \$89,196; If COPS grant funding (\$125,000) is split equally over the three (3) years funding is available, the annual cost of the second SRO during the three years COPS funding is available to offset would be \$47,530 per year for a three (3) year total of \$142,590 as opposed to \$267,588 with no offset.

The total cost over four (4) years with offset funding from COPS, which includes the 12-month retention requirement, would be \$231,786 as opposed to \$356,784 with no offset grant funding.

### **REFERENCES**

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<sup>1</sup> Dolan Consulting Group; "What Effects do School Resource Officers Have on Schools?"; Richard R. Johnson, Ph.D., October, 2016 page 2.

<sup>2</sup> Dolan Consulting Group; "What Effects do School Resource Officers Have on Schools?"; Richard R. Johnson, Ph.D., October, 2016 page 3.

<sup>3</sup> Union Leader, January 29, 2016, "Candia sees value in school resource officers: Darrell Halen..

<sup>4</sup> Congressional Research Service, "School Resource Officers: Law Enforcement Officers in Schools"; Nathan James, Gail McCallion; June 26, 2013.

<sup>5</sup> Government Executive, "Feds Release Tools for Safer Schools with Well-Designed SRO Programs.," September 8, 2016; by Tammy Waitt.

<sup>6</sup> The Nelson A. Rockefeller Center at Dartmouth College; Policy Research Shop; "The Use of School Resource Officers in High Schools", by Kamrran Ali, Megan Gogia, Ayesha Dholakia, Ifeoma Achebe, Adria Brown, Thomas Dexter-Rice, Troy Dildine; June 25, 2013

<sup>7</sup> The Nelson A. Rockefeller Center at Dartmouth College; Policy Research Shop; "The Use of School Resource Officers in High Schools", by Kamrran Ali, Megan Gogia, Ayesha Dholakia, Ifeoma Achebe, Adria Brown, Thomas Dexter-Rice, Troy Dildine; June 25, 2013

<sup>8</sup> National Association of School Resource Officers, "To Protect & Educate: The School Resource Officer and the Prevention of Violence in Schools", Maurice Canady, Bernard James, Dr. Janet Nease; ©NASRO 2012.

