Understanding School Safety and the Use of School Resource Officers in Understudied Settings

Recipient Organization
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250-0001

F. Chris Curran, PhD
Principal Investigator
University of Florida
chriscurran@coe.ufl.edu
(615) 337-6854
1221 SW 5 Ave
Norman Hall
Gainesville, FL 32601

Benjamin W. Fisher, PhD
Co-Principal Investigator
University of Louisville
2301 South Third Street
Louisville, KY 40292
(502) 852-6732
ben.fisher@louisville.edu

Samantha L. Viano, PhD
Project Coordinator
George Mason University
4400 University Drive
Fairfax, VA 22030
(336) 413-0786
sviano@gmu.edu

Aaron Kupchik, PhD
Senior Researcher
University of Delaware
325 Smith Hall
Newark, DE 19716
302 831-3267
akupchik@udel.edu

Understanding School Safety and the Use of School Resource Officers in Understudied Settings

Abstract

School safety has been an increasingly salient topic for policymakers, educators, and students alike. Several recent high-profile school shootings have only served to bolster efforts that were already in place to keep students safe at school. One of those approaches, the presence of law enforcement in schools, has seen rapid increases over the last several decades, particularly in elementary school settings. Often referred to as school resource officers (SROs), such law enforcement officers have become a central part of many students' school experiences. This report presents an overview of work conducted to examine the roles of SROs in the previously understudied settings of non-urban elementary schools. The project used a mixed-methods approach to explore the motivations for placing SROs in schools, what SROs do on a day to day basis, how these activities relate to a variety of outcomes for school stakeholders, and how these beforementioned actions and outcomes vary across settings. Drawing on interviews, focus groups, observations, administrative data, and a large-scale survey, the findings of this study speak to many salient aspects of SRO implementation. The results help inform the political motivators that make adoption of SROs a preferred solution for promoting school safety, our understanding of how SROs interact with students, and how SROs impact schools. This report includes findings from this study and concludes with a series of practical recommendations for policymakers and practitioners.

Purpose

School safety represents a pressing priority for parents, school faculty, and other educational stakeholders. Over the last several decades, the use of security personnel—including law enforcement officers—in schools has emerged as a common approach to maintaining school safety (Addington, 2009; Robers, Zhang, Morgan, & Musu-Gillette, 2015). In 1999, approximately half of the students ages 12 to 18 nationwide reported attending a school with some sort of security personnel; by 2013, that proportion had risen to nearly three out of every four students (Robers et al., 2015). Schools have increasingly hired sworn law enforcement, usually referred to as school resource officers (SROs) to provide a presence on campus. Prompted in part by concerns about school crime in the 1980s and 1990s and accelerated by high profile events such as the shooting at Columbine High School and more recently those in Sandy Hook, Parkland, and elsewhere, SROs have become an integral part of many students' academic experience.

Although well-intentioned, the use of SROs has raised concerns about unintended consequences. For instance, the presence of SROs may result in the criminalization of behavioral offenses that were previously handled by school personnel (Hirschfield, 2008; Kupchik & Monahan, 2006). Likewise, SRO presence may signal to students that the school is an unsafe environment (Bachman, Randolph, & Brown, 2011; Bracy, 2011; Thompkins, 2000). Recent incidents in which students have been physically manhandled and arrested by SROs for activities such as talking on a cell phone have garnered significant media attention and prompted calls for reform or removal of SROs in schools (Ford, Botelho, Conlon, 2015; Roupas, 2016).

These high-profile incidents, however, provide only a limited glimpse into the role of SROs in a select few schools. Missing is a nuanced view of the routines and daily activities of these officers, the ways they interact with students and faculty, and how district administrators make the decision in the first place to implement SROs in schools. It is, however, these decisions and day to day interactions that may lead to or prevent the extreme events that capture the media's attention. To date, however, the research on the activities, interactions, and decision making process around the use of SROs has received only limited attention in the research literature (e.g., Finn et al., 2005a; Kupchik, 2010).

Furthermore, existing studies of SRO activity in schools have tended to focus on a limited set of school environments. The majority of the extant research in this field has focused on high-crime urban areas and in secondary schools where the presence of law enforcement has traditionally been more prevalent (Kupchik, 2010; Theriot, 2009). In comparison, there has been relatively little focus on non-urban schools and almost no focus on elementary schools. Though these settings tend to have fewer crime problems, both of these contexts have experienced an increasing presence of law enforcement over the last several years, the implications of which remain unclear. Likewise, emerging research on SROs finds differential effects across school contexts (Fisher, 2016; Kupchik, 2010). Even within school districts, it's possible that the use and effects of SROs may differ across grade levels, with differential effects seen for elementary and high school students. Given the evidence for the likelihood of heterogenous effects across settings as well as the increased presence of SROs in all schools, it is important to understand the experiences of SROs in a wider range of school settings.

The work completed in this study expands our understanding of the implementation, roles, and impacts of SROs in elementary schools and in more affluent, suburban communities.

We drew on data from two mid-sized suburban school districts that had recently expanded the presence of SROs to all of their schools. The purpose was to expand the analysis of SROs to settings that are traditionally understudied, particularly elementary schools and suburban settings. Additionally, this study intended to provide depth and nuance to existing understandings of SROs through the use of mixed methods and multiple data sources. In particular, we sought to accomplish each of the following goals: understand why SROs were implemented; understand what SROs do in the schools; understand the influences they have on students and schools; and explore variability in their functions across school settings. In particular, we answered the following research questions:

1. Why and through what process were SROs implemented?
2. What roles and activities do SROs engage in within schools?
3. What impacts do SROs have on schools and students?
4. How do the roles and impacts of SROs differ across school contexts?

This study was successful in answering these research questions and achieving the stated goals of the project. As described in this report, we provide an overview of our findings as they relate to each of our research questions and the broader project's goals. We find that expansion of SROs to elementary school settings was an existing priority of both the law enforcement and school district leadership, that the Sandy Hook shooting acted as a window of opportunity to further this goal, and that a coalition of school district and law enforcement leadership coalesced around shared beliefs of police as a force for good and SROs as a solution to threats to school safety. We find that, in our setting, SROs' roles and activities largely focused on maintaining building security—checking external doors, making rounds of the school, and serving as a visible deterrence to threats. They were also very active in building relationships with students in order

to demonstrate that law enforcement can be trusted; however, they did little formal teaching. We found that increased interactions with SROs did not increase students' likelihood of experiencing a disciplinary infraction, likely because SROs were forbidden from engaging in formal discipline by policy. We see evidence that SROs were seen as increasing safety, though their presence may have heightened the sense of risk experienced by some students. Finally, we found that SROs in elementary school settings were less likely than their peers in the upper grades to perceive threats among students and, consequently, were much less likely to be involved in school discipline. We discuss these results and others in our results section. Our work has contributed to policy and practice around the use of SROs in school settings in our partner districts and the national conversation around SROs. The results have expanded the research base to include previously understudied settings of elementary and suburban school environments.

Project Subjects and Data

Our setting for data collection was a pair of mid-sized suburban school districts in the South. At the time of the study, the districts included approximately 50 schools (rounded for confidentiality). Since 2012, all schools in the districts have had a dedicated SRO provided by the county Sheriff's Department. Although the districts as a whole generally serve an affluent and largely White student population, there was substantial variation in student characteristics across schools in terms of race/ethnicity, socioeconomic status, and the urbanicity of the school setting.

For this study, we focused both on SROs and other stakeholders in schools within four clusters of schools, where a cluster consisted of a set of elementary and middle schools feeding a particular high school. These clusters were defined by the school districts' school zone designations and represented a wide range of geographic areas in the county. Using purposive

sampling, we selected clusters with differing characteristics, allowing us to explore the variation

in SRO activity across school characteristics and student demographics. The clusters captured

the diversity of schools in the county in terms of urbanicity, size, and student demographics.

Additionally, because little was known about SROs in elementary schools, we collected data

from SROs in every school in the district.

Table 1. Sample sizes and data collected

Stakeholder	Data Collection Activities	Participants	% of Population (Rounded to nearest 10)
SROs	Interviews	47	100%
	Observations	9	20%
	Surveys	34	60%
	Time Logs	52	100%
School Administrators	Interviews	17	30%
	Surveys	37	70%
Teachers	Focus Groups	17 focus groups of 2-10 participants	10%
	Surveys	699	50%
Students	Focus Groups	9 focus groups of 2-10 participants	< 5%
	Surveys	938	20%
Parents	Focus Groups	6 focus groups of 2-10 participants	< 1%
	Surveys	982	10%
School District Leadership	Interviews	5	80%
Law Enforcement Leadership	Interviews	3	100%

We were interested in understanding the perceptions of various educational stakeholders

with regard to the implementation, roles, and effects of SROs. As such, we collected interview,

observational, and survey data from students, teachers, school administrators, SROs, and parents regarding their experiences with and perceptions of SROs in the schools. Additionally, we gathered data from district-level leaders including the Sheriff Department leadership, school district superintendents, directors of safety, and other personnel who held responsibilities related to SROs and student safety.

Within schools, our sampling strategy utilized both purposive and random sampling approaches in order to maximize the diversity of perspectives gained during data collection. We collected data through a mix of surveys as well as interviews and focus groups. For SROs, we invited all SROs working across the two districts to take part in both interviews and the survey. The interviews were conducted in person at the SROs' schools while the surveys were completed electronically by the SROs at a time convenient for them. We also conducted observations of a convenience sample of SROs chosen based on their availability and willingness to be observed. Finally, the law enforcement agency provided administrative time logs for all SROs in the districts. For school administrators, all administrators within the four selected clusters were invited to take part in an electronic survey, and all of those within the city school district were invited to take part in an in-person interview. As with SROs, these interviews took place at the administrators' schools, typically in their office. For teachers, all teachers in the four clusters of schools were invited to participate in an electronic survey. Focus groups were conducted with teachers from the city district based on availability, typically during a shared planning period or after school time. These group interviews were typically conducted in school classrooms or conference rooms. For student surveys, we worked with school administrators to randomly select classrooms at all schools within the four clusters. All students within those classrooms who completed the consent/assent process were administered paper surveys. Student focus

groups were conducted with a convenience sample of students from the city schools, typically in a classroom or school conference room. For parents, parents in participating schools were emailed copies of an electronic survey and a convenience sample of those in the city schools (typically recommended by the principal) took part in focus groups conducted at the school. Finally, all leadership of the districts and law enforcement agency were invited for interviews. Our final sample sizes are shown in Table 1. Such primary data was supplemented with secondary data collection from administrative records and publicly available documents.

Methods and Data Analysis

The nature of data analysis varied by research question and particular sub-analysis. This section provides a broad overview of the analytic approach used across analyses organized by data type—that from interviews, focus groups, and observations contrasted with that from surveys and administrative data.

Interviews, Focus Group, and Observations Analysis

In our qualitative analyses, we typically adhered to a grounded theory approach. This approach, common in qualitative research, allowed for the emergence of theory through the data analysis process rather than pre-defining a theoretical perspective (Glaser & Strauss, 1967; Strauss & Corbin, 1990). That said, there were broad themes and topics that were anticipated ahead of time and reflected in the questions of the semi-structured interviews and focus groups (see Appendix A for copies of the interview and focus group protocols). In addition, however, researchers met regularly during the data collection process to discuss initial insights. In some cases, this led to probing for emergent topics during future focus groups and interviews. For example, while we did not anticipate parental custody issues ahead of time, this topic clearly

emerged early in the data collection process, leading fieldworkers to inquire specifically about this issue in future interviews and focus groups.

This emergent approach was also used during the data coding and analysis stage. Qualitative data were coded using NVivo. We employed the constant comparative method with an iterative approach to analysis which let unanticipated themes emerge in the course of both data collection and data coding. Prior to coding all transcripts, the research team first coded several transcripts independently and discussed coding decisions. Then, at least two members of the research team coded all transcripts. The objective of having multiple coders was to reach "crystallization" in coding. Crystallization refers to the creation of a more credible and complete view of a theme with a focus on capturing as many applicable segments of text, rather than perfect alignment of codes across coders (Ellingson, 2008; Tracy, 2010; 2013). We also created coding memos in which theoretical notes, emergent themes, exemplar quotes, and negative cases were noted. The iterative process of coding themes continued until no new themes emerged (Fusch & Ness, 2015; Saunders et al., 2018). We include a listing of our themes and a brief description of each in Appendix B.

For each of our primary research questions and specific sub-analyses, we returned to the qualitative data, reading applicable codes in greater depth and, in some cases, organizing findings by school, grade level, or other relevant category. For example, in analyzing the perceived impacts of SROs, we specifically returned to each of the themes that related to SROs' impacts and had at least two team members read all excerpts from these themes again in greater detail while organizing insights and relevant quotes by outcome type and by stakeholder. These analyses then led to repeated team conversations in which the findings were collectively

discussed and interpreted. Similar approaches were used when addressing other research questions.

Quantitative Survey and Time Log Analysis

In addition to the qualitative data, this study collected cross-sectional survey data to explore both descriptive and covariate-adjusted relationships between a number of constructs related to SROs and outcomes related to school safety and discipline. For example, in one sub-analysis, we examined how the frequency and quality of SRO interactions with students related to disciplinary outcomes and feelings of safety. Our analytic approach varied across research questions and analyses. In some studies, our analysis focused on descriptive statistics, reporting means and distributions of particular variables while often breaking these down for particular subgroups of students or across grade levels of schools. This was the case in our analysis of SRO time log data which was central to understanding the roles and activities of SROs in schools.

For other analyses, we were interested in isolating relationships that adjusted for potential confounders. In these cases, we employed methods such as estimating fixed effects models using logistic regression. For example, in our analysis that examined the relationship between the frequency of interactions with SROs and disciplinary and safety outcomes, we used school and classroom fixed effects as well as observable demographic controls of students to estimate relationships that took into account observable characteristics of students as well as both observable and unobservable characteristics of schools and classrooms. The fixed effects design allowed us to account for shared characteristics that were common among students in the same school or classroom. In other words, we implicitly controlled for variables such as school or grade level, the quality of teachers, pedagogical practices, other security measures in the school,

demographics of the school, and the school's neighborhood environment. Even with these controls, however, our analytic approaches were generally not suited to identifying causal estimates but instead paint a descriptive picture of the state of affairs in our participating districts.

Mixed-Methods Approach

Broadly speaking, this study combined the qualitative and quantitative analyses described above in a mixed-methods approach to provide more nuanced findings. The coupling of the qualitative and quantitative data generally occurred at the analysis and reporting of results stages rather than the data collection stage. This approach can be described as a convergent mixed-methods design in which there was both a common sampling frame and integration in analysis and discussion of findings (Creswell & Plano Clark, 2018; Fetters et al., 2013). As will be evident in the findings, we generally addressed each of the research questions in a way that leveraged both quantitative and qualitative data.

<div align="center">

Findings

</div>

We organize our findings below by each of the primary research questions of the project.

Research Question 1. Why and through what process were SROs implemented?

We found that the decision to expand SROs to the elementary school setting in our two partner school districts was one that had been in the works for a number of years but came to fruition in large part in response to a particular external perturbation or policy window, namely the mass school shooting at Sandy Hook Elementary School in 2012. We conceptualized the expansion of SROs through the advocacy coalition framework, a theoretical perspective common in political science that we found fit the process by which SROs expanded in our partner districts.

We found that, in our setting, there had been an existing desire to expand SROs to elementary schools for at least several years. The original placement of SROs in the districts' high schools and, subsequently, middle schools had arisen not in response to a particular event or perceived threat but rather as a result of the availability of federal funds for hiring SROs. One leader of the law enforcement agency stated, *"There was nothing that said, 'Hey, we need the police in the school system.' We didn't have any incident where it's like we didn't have somebody there. That was the growing trend at that time. And you could get funding through the federal government"* (Law Enforcement Leader Interview).

With SROs implemented in the upper grade levels, SROs became both a salient approach to addressing perceived issues facing schools serving lower grade levels and one which school district and law enforcement agency leadership saw as a potential equity issue. The advocacy coalition framework suggests that coalitions of policy actors come together around "wicked problems" or issues that face multiple levels of government. For the school districts and law enforcement agency we studied, the primary perceived problem was that of school shootings as well as several other problems that were discussed prior to the occurrence of the Sandy Hook shooting.

First, there were concerns about issues of equity or fairness in virtue of having SROs present in high schools and middle schools but not in elementary settings. One school leader noted, *"So even before Sandy Hook, [the Sheriff] would come into my office and I would constantly say to him, 'Man, it would be nice if we had SRO officer. Man, one of these days I would like for us to have what the secondary schools have.'... He totally agreed with me"* (School District Leadership Interview). The Sheriff's Department generally seemed to share this

sentiment, that if there was a school shooting or other tragic event, it would be difficult to explain why SROs were not present in all schools.

Next, while school district and law enforcement leadership did not generally see elementary students as threats themselves, they did perceive unique threats to school safety in the elementary settings. One of the primary threats was related to parents who were engaged in contentious custody disputes. One leader of the law enforcement agency noted that a personal relationship with school personnel resulted in his awareness of the custody issues that faced schools: *"I'm sure [my relative working in an elementary school] had some influence on me. I'd be probably mistaken if I wasn't, but, being in her school, seeing some of the parents and knowing about some of the issues... The custody battles they've been through ... I'm sure that did have some influence on me"* (Law Enforcement Leader Interview). We observed in our interviews and focus groups that the threat of angry parents, particularly around custody issues, was perceived as a real and ongoing issue facing elementary schools and that, once placed in these settings, SROs took on an active role in serving as a visible deterrent to such incidents.

Next, both school district personnel and the law enforcement agency shared a belief in the general goodness of law enforcement and the value of teaching students from a young age that police were a force for good that should be trusted. Both district personnel and law enforcement leadership were aware of negative images of police that students might be exposed to via the media or through other sources and saw SROs as one way of improving police-public relations. One school district leader stated *"They [students] could say 'Well, I saw on the news that this officer did something really wrong, but I know officer so-and-so, and he or she is great to me and they give me high-fives and they protect me, and they are a good thing"* (School District Leadership Interview). A leader of the law enforcement agency expanded on this view

stating *"Number one is safety and security of the children and the staff at the school. And then, number two, becoming involved with the children in the school and being a role model for them. And, just being there for them, getting to develop a relationship with the children, you know, an official relationship with the children to nurture the respect for law enforcement and let them know that we're there for them when they need something that we're there to, for them to come to us when they're in trouble, when they're having issues"* (Law Enforcement Leader Interview).

The relationship between the school districts and the Sheriff's Department grew over time and was strengthened by the shared understandings described above. When the shooting at Sandy Hook Elementary School occurred on Friday, December 14, 2012, the Sheriff's Department and school districts had, by the end of the weekend, agreements from the county board to fund SROs for every school in each of the two districts.

County board meeting minutes and minutes from the two school boards demonstrated that funds were appropriated by the county board to allow all elementary schools to have a Sheriff's deputy as an SRO and for a Sheriff's deputy to replace any non-Sheriff Department SRO in secondary schools. There was unanimous support for these policy decisions. While Sandy Hook acted as an external perturbation allowing the adoption of the SROs in all elementary schools, it is not immediately clear why the school districts and Sheriff's Department acted with such urgency, securing funding for SROs only hours after the shooting at Sandy Hook. In our conversations with leadership of these three agencies, we discovered the state had been considering arming teachers, a policy the school districts and Sheriff's Department vehemently opposed. When asked about pushback to SRO expansion in the wake of Sandy Hook, one school district leader commented, *"No, honestly, with the exception of just a few citizens who were more concerned about the cost associated with providing an SRO …. They*

thought teachers should be armed and therefore making SROs a, a waste of taxpayer dollars."
(School District Leadership Interview). The Sheriff also noted the need to act quickly in
adopting SROs in order to preempt any move by the state legislature to arm teachers.

The goal for the Sheriff's Department was to have one SRO at every school in both
school districts in January 2013. This was quite a hurdle because it involved placing SROs at
over 30 elementary schools in addition to three middle schools (the middle schools had SROs
staffed by the local police department and the Sheriff's Department staffed all SROs after Sandy
Hook), making it the largest division in the Sheriff's Department. Initially, most of the new
SROs were reassigned from the detention division (i.e., the local jail). Over the first six months,
the Sheriff's Department hired new deputies specifically for the SRO position to replace SROs
who were more suited for other roles in the Sheriff's Department. In many schools we visited,
we were told by administrators and SROs that there was an initial transition period where an
SRO might have only been assigned to a school for a short period of time before a new SRO was
assigned to that school. We interviewed SROs who had been successfully transferred from
detention, successfully transferred from other departments (e.g., patrol, investigations), and
SROs who were hired by the Sheriff's Department for the SRO role.

School leaders were not included in decisions on SRO hiring and placement. While all
schools knew to expect to have an SRO, they would not know who that SRO would be until they
arrived at the school. If there was a major problem with an SRO, the school leader could reach
out to the school district liaison with the Sheriff's Department but would not directly reach out to
the Sheriff's Department. Accordingly, all SROs were trained and supervised by a captain and a
lieutenant in the Sheriff's Department. We heard some school leaders discuss that, initially, it
was unclear what the role would be of SROs in elementary schools. As reported to us by

leadership in the Sheriff's Department, the SROs, prior to entering the elementary schools, were told that they were there to provide security and to build positive relationships with students in the building. They were instructed to limit any law enforcement to adults in the school building (i.e., school staff and parents), and the juvenile court judges would not process petitions for elementary school students unless it was a very serious situation. For instance, a student brought a large piece of wood to campus to use as a weapon, but they were not arrested because of their age. Over time, we found that implementation of SROs in elementary schools looked different depending on the preference of the school leaders and individual SROs (which we discuss in more detail when answering the other research questions).

Overall, elementary schools were already very safe prior to Sandy Hook, so the main role of SROs could be described as goodwill ambassadors for law enforcement. Much of what SROs did in elementary schools could easily be filled by a security guard while much of what they were doing was largely a public relations campaign for law enforcement. In summary, this study found that SROs were placed in elementary schools as a response to a school shooting (Sandy Hook) in addition to other concerns about potentially violent parents, equitable resource distribution, and negative perceptions of law enforcement in the community. Given the formation of this advocacy coalition, SROs engaged in many roles within the school that were unrelated to the potential threat of an active shooter and spent a significant amount of time interacting with students.

Research Question 2. What roles and activities do SROs engage in within schools?

One of the most important priorities for SROs was maintaining the safety and security of the school building. Accordingly, many of their activities throughout the day were geared toward ensuring this physical security of the building. In the survey data, 100% of the SROs in the

sample reported engaging in security enforcement/patrol, coordinating with police, and identifying problems and solutions. As SROs talked about these activities in the interviews, it was clear that these activities were motivated by the perceived need to minimize external threats—in particular, the threat of gun violence—from encroaching onto school grounds. Explaining the importance of securing the building, one SRO explained his morning routine as such: *"I do my rounds. Um, I do security checks, make sure all the doors are secure. Um, I also like to check behind ... We have like the doors that we came in, the the fire doors? Always paranoid about those because, that would be an awesome place to hide a weapon"* (SRO Interview). The concern about open doors was prevalent district-wide, and SROs did perimeter checks of their school buildings multiple times each day to ensure all external doors were closed and locked.

A second major priority for the SROs was building relationships with stakeholders in the school, especially students. In fact, 90% of the SROs reported in the surveys that they mentored students. The exact form this relationship building took varied widely across schools and was based on factors related to students' age and SROs' personalities among others. One common way that SROs built relationships with students was to spend time with them in the cafeteria during lunch. One SRO explained, *"I'll eat lunch with the kids, um, ask them about their day, and just kinda just start getting to know them so they know, 'Hey, I can trust this person.' and 'I see her every day, and she's really nice.' and try to get to know the students too"* (SRO Interview). Besides lunch, many SROs used the time in the hallways before and after school and between classes to interact informally with students. This took the form of giving high fives and side hugs, making jokes, and maintaining a consistent presence. One SRO found it particularly important to learn students' names and spent extra time trying to do so by looking at their

artwork hung in the hallways: "*they'll post it out on the walls, and so while they're in class, while I'm doing my rounds, I'll be like, alright, so this person's name is so-and-so. And I recognize seeing them*" (SRO Interview). Relationship building also occurred in the context of more serious conversations around students' problematic behaviors or negative experiences in their homes or neighborhoods. SROs were very willing to talk with students in these difficult situations, even though they reported doing so relatively infrequently.

Another set of activities for SROs was in school discipline. Although national estimates suggest that SROs are commonly involved in maintaining school discipline, less than 10% of the SROs in this study's sample reported engaging in school discipline. This likely reflects the memorandum of understanding between the school districts and Sheriff's Office stating that SROs are not to be involved in administering formal disciplinary sanctions. Nevertheless, SROs commonly engaged in activities that were related to maintaining school discipline, even if they were not administering formal sanctions like school suspensions. SROs commonly reported verbally correcting students' misbehavior (e.g., running in the hallways) or praising positive behaviors. They also frequently were present (either by invitation or by their own initiative) during situations in which students, teachers, or staff were addressing students who had broken school rules. SROs explained their presence as a way of preventing the situation from escalating or being close in case it did escalate into a more serious situation that might constitute a law violation.

A fourth set of activities that SROs reported undertaking—although infrequently—was law enforcement activities. Although one might view the mere presence of an SRO as a law enforcement activity insofar as it is potentially a crime deterrence strategy, SROs rarely reported actively engaging in law enforcement. In the years of this study, data from the Sheriff's Office

indicated that the high schools had on average less than one arrest per month, and law violations were extremely uncommon in elementary or middle schools. Multiple SROs did report arresting students—often because of petitions taken out by school personnel—but this was not a common occurrence and certainly not a part of the job that the SROs particularly enjoyed. One SRO expressed this bluntly: "*I don't like arresting kids, that's not what I like to do*" (SRO Interview). Still, most SROs described these experiences as somewhat positive given the circumstances, with students often expressing remorse and being able to maintain a positive relationship with the SRO following the arrest. No data were collected from students about their experiences being arrested in school, but the SROs largely viewed those experiences as productive—although unwanted—ones.

Although SROs across the country are involved in classroom teaching in a variety of ways, this was not the case for the SROs in this study. Approximately 20% of the SROs surveyed reported teaching a law-related course, and interview data suggested that this teaching took the form of guest lecturing or providing one-off presentations, not overseeing responsibility for an entire course. There was a mandate from the Sheriff's Office that they were not supposed to regularly teach classes because doing so would keep them in a regular schedule that would prevent them from maintaining the safety and security of the building. Some SROs did on occasion visit classrooms to read a book or give a talk, but these were informal arrangements and not common.

A final set of activities in which SROs engaged was after school activities. This included being present for and sometimes directing bus and carpool lines but also activities much later in the day. Several SROs attended events like plays or sporting events to provide a security

presence. Others, particularly in elementary schools, stayed after school for extended care when students stayed late to wait for their parents to pick them up.

Research Question 3. What impacts do SROs have on schools and students?

The results of our study found that stakeholders in our sample generally reported positive views of their SROs and of the impacts that the SROs had on the school environment. That said, our analysis did reveal ways in which the presence of SROs may be subtly shifting school practices and student perceptions of threats that provide nuance to the overall positive perspectives on SROs.

SROs and feelings of safety. We found that across all of our stakeholders, SROs were perceived as making students feel safer in the school. As shown in Figure 1, these feelings were strongest among SROs themselves and school administrators, but, on average, students also agreed that the SRO makes students feel safer.
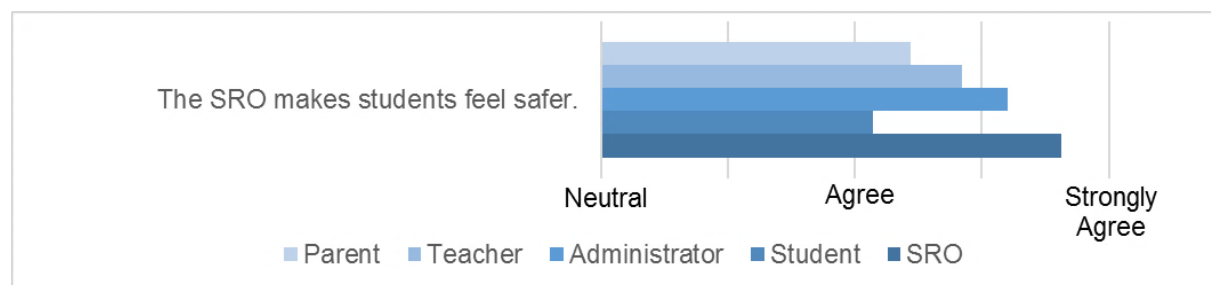
Figure 1. SROs perceived impacts on students' feelings of safety.

These feelings appeared driven by perceptions that SROs were capable of responding to and actively deterring acts of physical violence within schools, particularly related to external threats like school shootings. As shown in Tables 2-6, stakeholders were more likely to agree with the

statement that SROs keep weapons out of the school than they were to agree with statements that SROs kept drugs out of school, prevented student fighting, or prevented student bullying.

This view that SROs contribute to safety by preventing more extreme acts of school violence, like a school shooting, was also reflected in our interviews and focus groups. For example, one school administrator noted *"I think it's very comforting for parents to know that when they send their kids to school that there's a person there who is, uh, trained and capable to stop violence, to be a leader during an emergency, to save their lives"* (Principal Interview). Similarly, a student discussed the contribution of the SRO as one of being alert and aware of potential outside intruders entering the school building. The student stated *"And all of the alarms and then the officer is always watching the security cameras and stuff, so that she can see how, what is going on if anybody ever breaks in"* (Student Focus Group). Even when discussing their non-security, relationship building activities with students, SROs often saw the contribution of the activity as relating to improving student safety. One SRO noted *"In, in general, just creating relationships and trying to prevent crime from occurring before it happens, through um, mitigating in a way where students come to me other than committing a-an offense"* (SRO Interview).

Importantly, students not only saw SROs as increasing their safety, but, generally viewed SROs as a trustworthy actor who they were comfortable talking to. As shown in Table 6, students, on average, agreed with the statements that SROs were someone that students could talk to, that SROs were someone they trusted, and that SROs treated students equally. As would be expected from literature on the importance of student-adult relationships in the school environment, such trust and comfort with the SRO often translated into feelings of safety. One student noted about their SRO, *"She's always really nice and kind, gives hugs, and, um, gives*

high fives and stuff. And, um, um, and when-when she's a, our police officer it helps ... it like ... I feel more safe around her" (Student Focus Group). As shown in Figures 2 and 3, in quantitative analysis of our survey data, we found that students who reported higher trust in or comfort with their SRO tended to be less fearful of attacks at school, felt safer at school, and generally felt that the SRO made them safer.

Feel Comfortable Talking to the SRO
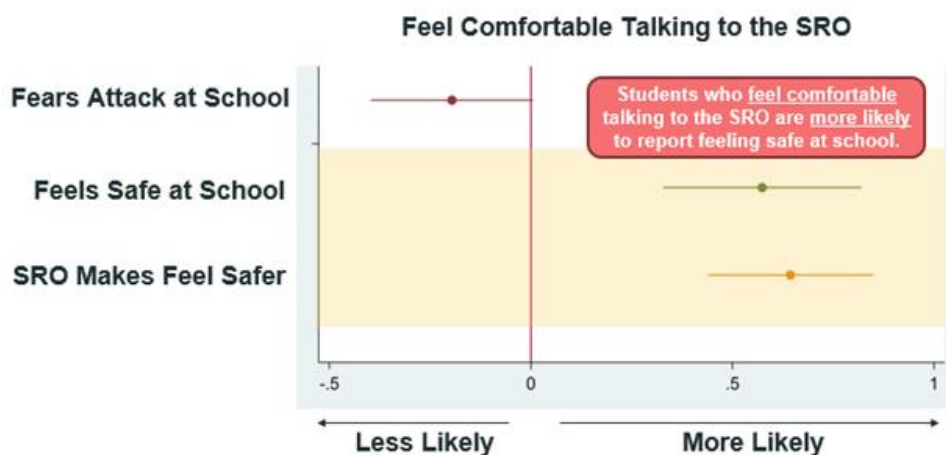
Figure 2. Relationship between comfort talking to SRO and measures of students' perceived safety
Note. Coefficients are from logistic regression models with classroom fixed effects and observable control variables

Student Trusts the SRO
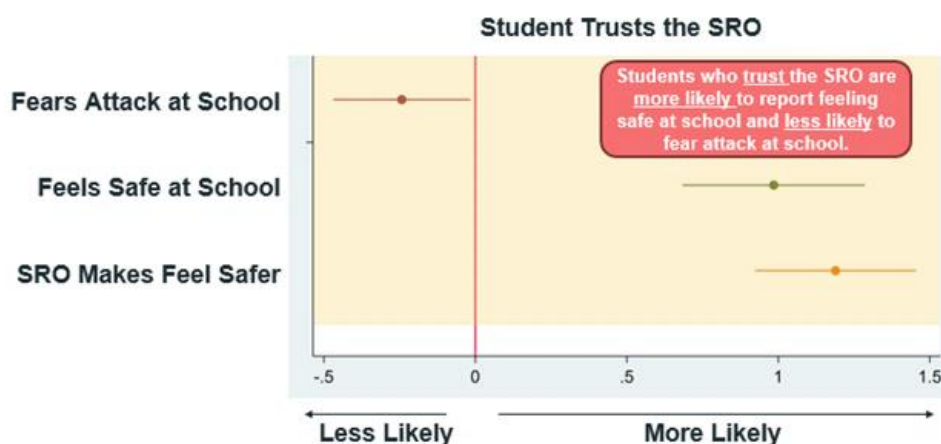
Figure 3. Relationship between trust in SRO and measures of students' perceived safety
Note. Coefficients are from logistic regression models with classroom fixed effects and observable control variables

Despite these relationships between trust and comfort in SROs and higher perceptions of student safety, we found more complicated results with regard to the frequency with which students interact with SROs. As shown in Figure 4, students who interact more with SROs tended to report the SRO making them feel safer yet were no more or less likely to report feeling safe at school overall or fearing an attack at school.
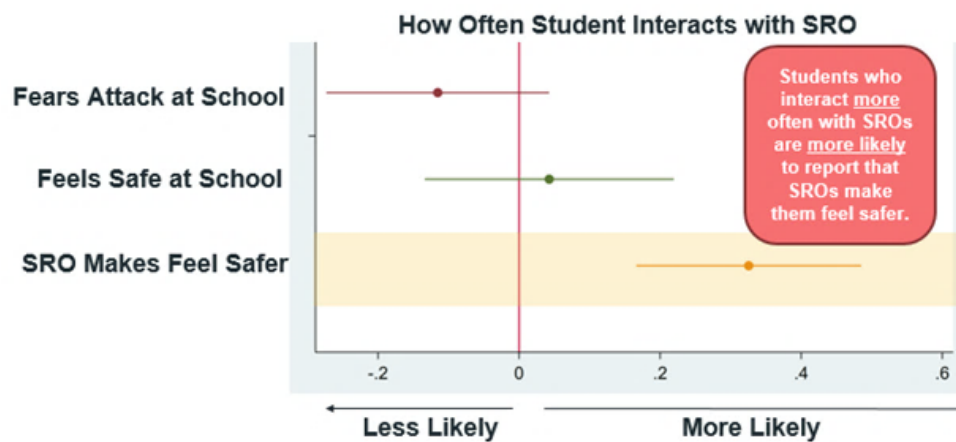
Figure 4. Relationship between frequency of interactions with SRO and measures of students' perceived safety
Note. Coefficients are from logistic regression models with classroom fixed effects and observable control variables

The results of our interviews with students and other stakeholders shed some light on why this might be. In particular, we found that SROs, while being viewed as a safety enhancing presence, may inadvertently send messages to students that heighten their sense of risk at school. In particular, SROs commonly explained their presence in schools as being necessary for student safety or for preventing violent acts. In response, some students appeared to internalize a message about the threats that they face at school. One student noted, *"But then without the [SRO], it just makes me feel worried and don't want to come to school because you don't know*

what could happen when they aren't here" (Student Focus Group). There is some evidence then that SROs may be heightening the sense of risk that students have at a school such that their presence is seen as increasing safety but also signaling that there are threats that require SRO presence.

SROs and school discipline. In addition to examining the perceived impacts of SROs on student safety, we also examined perceptions of their impacts on the disciplinary environment of schools. We found that, in our context, there was substantial variation across stakeholders in whether SROs were perceived as taking part in school discipline and that SROs' involvement in discipline was often responsive to their contextual environment. Reassuringly, however, the frequency with which students interacted with SROs was not related to their likelihood of reporting being disciplined at school. We describe our key findings here but also point readers to a published paper from this work that further unpacks SROs' perceived impacts on discipline (Curran, Fisher, Viano, & Kupchik, 2019).

First, we found that different stakeholders held vastly different perspectives on whether SROs were involved in school discipline. Across both of our study districts, SROs and school administrators tended to report that SROs were not involved in school discipline. However, about three quarters of teachers and around 85% of parents reported that SROs were engaged in discipline (the question was not asked of students). We found that these stark differences may be driven in part by different conceptualizations of what "discipline" meant. Almost all SROs interviewed noted that they were not involved in discipline; however, many would go on to describe activities such as talking to misbehaving students or classes, reporting misbehavior to administrators, or being physically present during disciplinary actions. For these SROs, such actions were not so much discipline but were conceptualized as being a helpful and responsible

adult in the school building. One SRO noted, *"acting loud in the halls or when I step out of my door-you know, yeah. I-I'm-I'm obviously stepping out to change their behavior. Not so much because I'm a police officer, but because I'm an adult"* (SRO Interview). We found that SROs rarely engaged in formal disciplinary actions such as assigning detentions or suspensions and were most often not the lead enforcer in a disciplinary situation.

To the extent that SROs did engage in discipline, particularly in less formal ways, their proclivity to be a part of the discipline system appeared to be a function of both their own views on their role but also of the contextual environment they were situated in. The SROs in our study were subject to official policy from their agency and school districts that prohibited their involvement in discipline. For some SROs, this official policy made them uneasy even doing so much as verbally correcting a student. One SRO stated, *"I'm going through the uh the hall and if some student is running down the hall, I'll end up telling him slow down uh but at the same time I feel like I'm treading the boundaries of my job description"* (SRO Interview). However, for other SROs, their school environment prompted them to take more active roles.

We encountered some principals and teachers who believed that SROs should not be involved in discipline and worked actively to keep them out of discipline situations. On the other hand, there were principals and teachers that actively sought to bring SROs into disciplinary incidents – by keeping them in the loop about small misbehavior, by requesting their presence when dealing with a disciplinary situation, and so forth. One SRO described the tension of working in a school that actively sought their involvement in discipline: *"they try to get us involved in pretty much everything and which sometimes, I have to draw the line and tell them like, "I'm not getting involved in that, that's a school issue." You know? Don't use me as the*

guy that, you know, as the intimidator or any of that kind of thing. That's not what we're here for" (SRO Interview).

However, other SROs did not resist pressure from their school administrators in such an active way. In one case, an SRO described being called in as the lead enforcer in a disciplinary situation: *"So they uh, they notified the AP, and the AP said, 'Okay, fine well I'll write the referral up. Call Officer and have him go up there.' Well I know the kid real well. And when I walked in I said, 'Hey man, grab your backpack, go to ISS.' And he says, 'Why?' And I said, 'Because I told you to go to ISS, that's why. Don't make me ask you again.' He got his backpack, up he went. Didn't like it, but he went. So. You know, the next step after that is, if you're refusing to do what I tell you to do… I'm probably going to take him into custody for unruly juvenile, and we'll settle it that way."* (SRO Interview). While the SRO successfully resolved the situation, such an active role in discipline has the potential to lead to the escalation of a disciplinary situation to a law enforcement response. The promising result of our work was that, in our setting such active roles in discipline were rare, and, in our quantitative analyses, we found that the frequency of students interacting with SROs was unrelated to students' likelihood of reporting a disciplinary incident at school – a result that may be specific to the more affluent and white setting of our study.

SROs and views towards law enforcement. As previously discussed, one of the motivations for expanding SROs in our study districts was the belief that having police in schools, particularly elementary schools, could improve perceptions of law enforcement among youth. In our analysis, we found that SROs actively communicated messages to students about the goodness of police and attempted to dispel public images that said otherwise. We note here how

students generally viewed their SROs favorably but also raise concerns about how such messages may contradict lived experiences of students.

We found that, overall, SROs believed that the work they were doing was helping dispel misunderstandings of police and the justice system. Almost all (97%) of surveyed SROs agreed or strongly agreed with this perspective. They described doing so by building relationships, particularly with younger students. One SRO noted *"But um, we, we want to, and I use this term, plant the seed early. Particularly in the smaller elementary school kids, um, to um, trust the police and they basically, um, establish relationships, rapport and um, so, so, you know if anything does happen, they will be willing to come to you for help without any hesitation."* (SRO Interview). This was seen as a particularly important activity given the relatively negative portrayals of police in the media in recent years. Another SRO remarked that *"Um, in this day and age, you know, cops on the media aren't always portrayed as, you know, servants and, and, you know, helping in a social way. They're always, on the media, uh, portrayed in a bad instance of what's, you know, bad in law enforcement. Um, so if we can come into a school, and you know, not brainwash, but, you know, show them our personality. You know, interact with them as normal human beings, but show them, hey, I'm a law enforcement officer. I'm a sheriff's deputy of [Name] County. I want to help you. I'm not here to arrest you. I'm not here to punish you."* (SRO Interview). SROs reported actively working to show students that the negative perceptions of police in the media were the result of a few bad apples, and several described students as being "biased" against law enforcement as a response. One SRO summed up their role aptly in describing their work as a "PR" (public relations) role for police.

From the perspective of students, we found that most students held generally positive views of their SRO, even if they remained skeptical about police more generally. A student

focus group participant noted that *"Well it definitely changes my way of thinking about police officers because I always see on the news police officers doing everything to hold people down and stuff and I'm like nope, don't want to run into them. (laughs ... collective laughter from other children)...Uh, and since I was wit-I had been with Officer [xxxx], uh, it makes me think about them, they are doing the right thing, they like, sometimes it doesn't say the whole story about it ...So, you're thinking, oh man, like why are doing that, um, so ... it just makes me think different about them they may be doing the right thing, so makes me feel safe around them."* (Student Focus Group).

While SROs' presence in schools appeared capable of improving students' views of law enforcement, we also observed how SROs' messages to students may create tension with students' lived experiences and the reality of over-policing among certain communities. In particular, SROs consistently described media portrayals of police as being biased or unrepresentative. Similarly, they discussed arrests of individuals (including students' family members) as being a result of the criminality of those individuals, rather than as a result of larger social structures and forces. For some students, particularly racial minority students or students from lower socio-economic backgrounds, these messages may contrast with the realities of over-policing of such communities that they have experienced. Similarly, to the extent that students' embrace the pro-police message of SROs, they may find themselves at odds with the beliefs and values of those in their community, potentially opening them to bullying or other social ostracization. While we recognize the potential benefits of improving student-police interactions, we suggest that SROs could do so in ways that acknowledge the complex reality and history of policing in the United States and value the perspectives of students and communities that may have experienced negative effects of law enforcement.

Research Question 4. How do the roles and impacts of SROs differ across school contexts?

From the perspective of the triad model, we found that the largest difference in the actions of SROs across grade levels arose in the law enforcement domain. The biggest difference was that SROs in secondary schools had significantly more law enforcement responsibilities or, at least, were more likely to respond to particular situations in a law enforcement manner. For example, even though SROs across grade levels reported similar percentages of their time dedicated to various roles and activities (Figure 5), high school SROs were considerably more likely to arrest students (Figure 6).
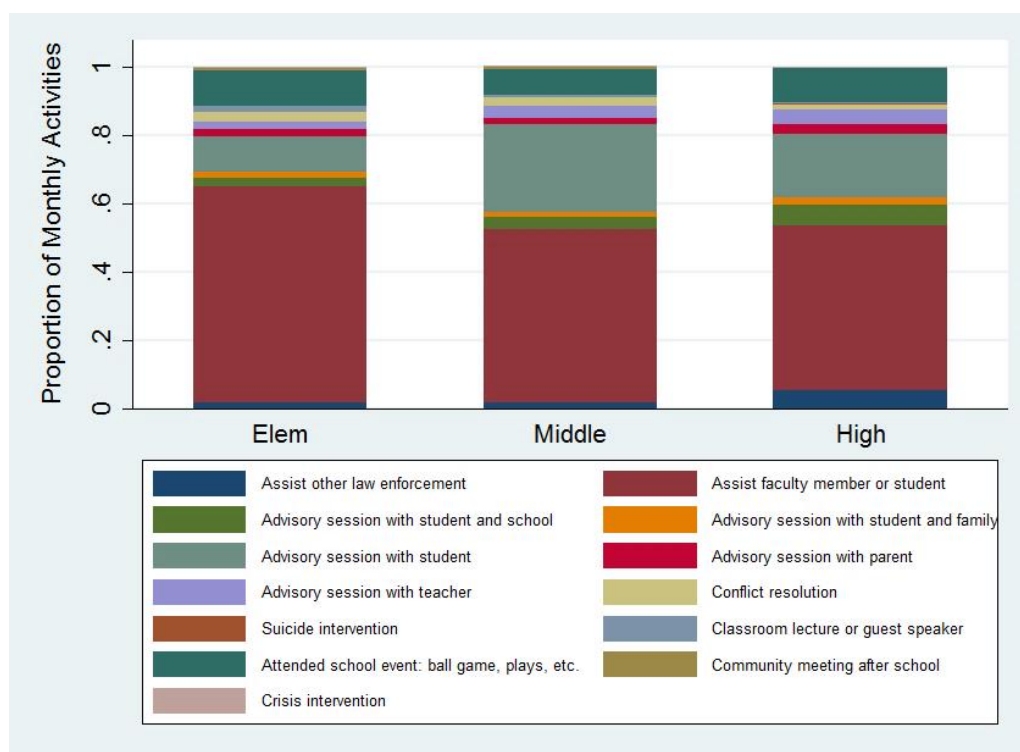
Figure 5. Distribution of SRO reported activities from monthly time logs disaggregated by school level

As shown in Figure 6, arrests of elementary and middle school students were virtually non-existent, while SROs reported, on average, arresting about one high school student per month. This likely reflected high school SROs' increased likelihood of describing student misconduct as a legal violation when students were older as compared to when they were younger. For example, a student who stole or got into a shoving match in elementary school was generally viewed as not violating a law, whereas similar behavior in high school might result in a law enforcement response.
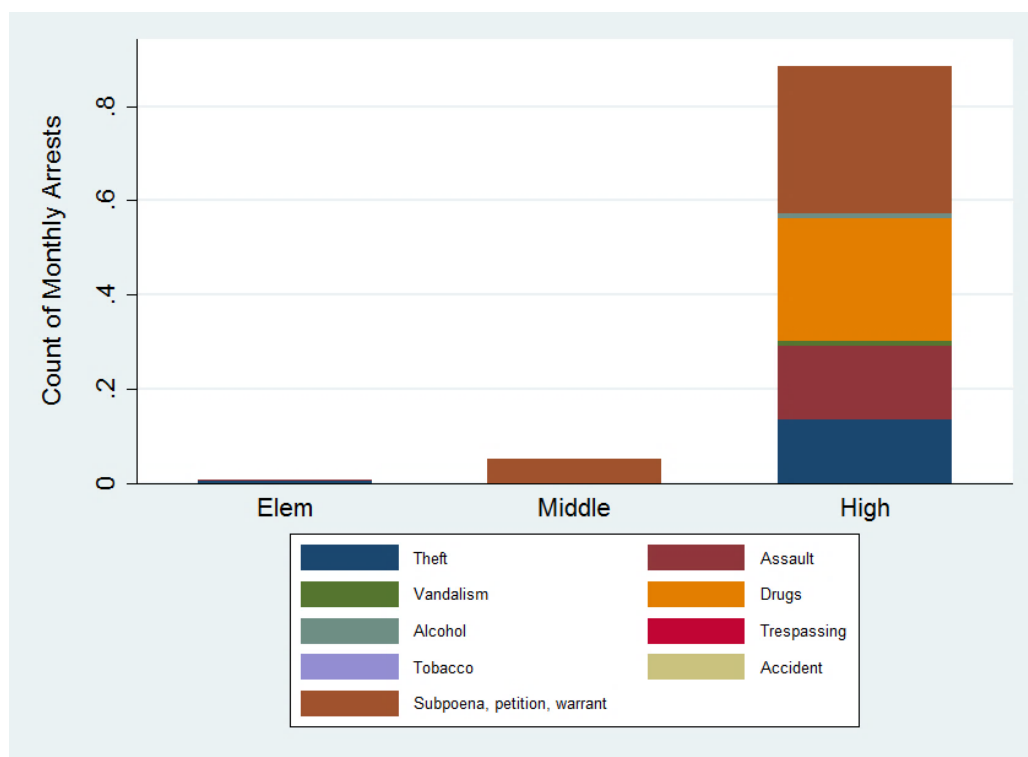
Figure 6. Number of arrests per month by school level

SROs in secondary schools were also more likely to agree that they meet with students regarding behavioral or law-related concerns. Correspondingly, school administrators at high schools reported that it was much more common for SROs to meet with students to discuss

family problems or concerns and behavior or law-enforcement concerns than in elementary schools.

While there was variation in our sample with regard to racial composition of schools, we tended to see little variation in the practices of SROs across these schools. For example, SROs tended to view the risk of threats and their approaches to school discipline similarly, regardless of the racial composition of the school. It is possible that this was a function of the demographics of the district as a whole (largely white and affluent), with SROs responding more to the broader context of the district than their particular school. It may also have been a function of the fact that, even in schools with more racial minority students, there were substantial proportions of white students present. In short, there were no schools in our sample that were almost exclusively serving racial minority students.

Finally, across urbanicities within our sample, SROs and other stakeholders noted that there were some differences when working in more rural or urban schools within the county. In particular, SROs in rural settings noted that they perceived their presence to be particularly important given that, due to their location, response times by other emergency responders would be substantially longer than those for schools located in the city settings.

Limitations of this Study

As with any study, there are a number of limitations that should be kept in mind when interpreting the findings of this research. First, though the sample of schools used in this study was inclusive of a number of different grade-levels and urbanicities, it was nevertheless not representative of schools nationally or of all schools in similar urbanicities or grade-spans. In particular, the schools in this study tended to be more economically advantaged and served a student body that was whiter in demographic composition than many school districts nationwide.

It is important to acknowledge then that the results found in this context could differ in other settings as a function of context or of differences in the approaches of school and law enforcement personnel. That said, the results do provide important information for contexts that to this point have largely been absent from the literature. Furthermore, given the similarities between the context of this study and that of the setting of a number of high-profile shootings over the past several decades, the results speak to a relevant context that has been part of the national trend toward increased SRO presence. As the presence of SROs in non-urban settings and in elementary schools continues to increase, this study provides critical information for understanding SROs' roles and impacts in these environments.

Next, it is important to point out the limitations to the internal validity of this research. Given the use of cross-sectional data, this study was not suited to disentangle time order between the independent and dependent variables. Consequently, quantitative results from this study should be interpreted as providing information on the relationship between particular variables rather than the causal effect of one variable on another. While our qualitative findings do point to causal mechanisms, future work that uses longitudinal data could provide more rigorous evidence on the effects of particular SRO practices on outcomes of interest.

A third limitation relates to the sampling strategy and response rates of particular subgroups. While we use the qualitative results to contextualize the quantitative findings, the samples vary from each other in important ways. Specifically, there were no high school group interviews and no group interviews in the county school system. It is possible that high school students and students in more rural settings have had substantially different experiences with their SRO that would have changed our interpretation of the results. We also note that certain stakeholder groups, including students and parents, had low response rates for interviews or were

sampled through non-probability sampling approaches. Consequently, the responses given by these individuals may reflect some degree of selection bias.

Finally, it is worth acknowledging that our study used respondent-reported measures of discipline and safety. Feelings of safety is a multidimensional construct and, while we attempted to capture multiple dimensions of the construct, it is possible that our findings are sensitive to the measures chosen. For example, specific aspects of safety, such as experiences of bullying, were not included in our study. Similarly, the measure of disciplinary consequences was broad and self-reported. Future work might replicate this study with administrative data or measures specific to classroom level consequences and responses like suspension.

Implications for Criminal Justice Policy and Practice

The presence of SROs continues to expand nationally. In the wake of several high-profile shootings in 2018, several states passed laws that greatly expanded the presence of police in schools, and the federal government continued to allocate money towards hiring SROs. This ongoing expansion of SROs is likely to continue to be felt in settings similar to those in our study, namely elementary schools and non-urban contexts. To the extent that SROs are going to be in many of our nation's schools, understanding their roles and how to best structure their practice has the potential to pay dividends for ensuring that students are both safe at school and free from unintended consequences of increased police presence. Our study yields several practical recommendations for policy and practice. We outline these below.

Policy and Practice Recommendations

- School district leadership and local law enforcement leadership should develop guidelines for SRO involvement in discipline that clearly define "discipline" and

appropriate roles for SRO involvement. These should be clearly communicated to both SROs and school personnel.

- A focus on relationship building between students and SROs is desirable, but leadership should work to prevent unnecessary over-surveillance of marginalized student groups.

- Law enforcement agencies should be aware of, and ready to engage in dialogue about, legitimate concerns about policing in communities of color.

- SRO training should extend beyond standard law enforcement training to include training specific to the roles SROs take on in school environments.

- SROs should consider the messages their presence and dialogue with students send regarding the risks that students face at school. Rather than focusing on a message that they are in schools to prevent harm, SROs might consider a primary message around developing relationships or helping school staff, one that does not implicitly suggest that students are at risk.

- School districts should carefully consider the costs and benefits of using school resource officers compared to alternative options.

Conclusion

It is clear that, for the foreseeable future, SROs will continue to be a common fixture in public schools nationwide. The results of this study suggest actionable steps that districts and law enforcement agencies can take to ensure the safety of students and minimize the potential negative impacts of having law enforcement in schools.

References

Addington, L. A. (2009). Cops and cameras: Public school security as a policy response to
    Columbine. American Behavioral Scientist, 52, 1426-1446. doi:
    10.1177/0002764209332556

Bachman, R., Randolph, A., & Brown, B. L. (2011). Predicting perceptions of fear at school and
    going to and from school for African American and White students: The effects of school
    security measures. Youth & Society, 43(2), 705-726.

Bracy, N. L. (2011). Student perceptions of high-security school environments. Youth and
    Society, 43(1), 365-395.

Creswell, J. W. & Plano Clark, V. L. P. (2018). *Designing and conducting mixed methods
    research.* Thousand Oaks, CA: Sage Publications.

Curran, F. C., Fisher, B. W., Viano, S., & Kupchik, A. (2019). Why and When Do School
    Resource Officers Engage in School Discipline? The Role of Context in Shaping
    Disciplinary Involvement. *American Journal of Education, 126*(1), 33-63.

Ellingson, L. L. (2008). *Engaging Crystallization in Qualitative Research: An Introduction*.
    Thousand Oakes, CA: SAGE Publications.

Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods
    designs—principles and practices. *Health Services Research, 48*(6pt2), 2134-2156.

Finn, P., Shively, M., McDevitt, J., Lassiter, W., & Rich, T. (2005a). *Case studies of 19 school
    resource officer (SRO) programs.* Report prepared for the United States Department of
    Justice. Retrieved from http://files.eric.ed.gov/fulltext/ED486265.pdf

Fisher, B. W. (2016). *School resource officers, exclusionary discipline, and the role of context.*
    Vanderbilt University.

Ford, D., Botelho, G., Conlon, K. (2015). Spring Valley High School officer suspended after

    classroom arrest. Retrieved from: http://www.cnn.com/2015/10/27/us/south-carolina-

    school-arrest-video/

Fusch, P. I., & Ness, L.R. (2015). "Are We There Yet? Data Saturation in Qualitative Research".

    The Qualitative Report 20 (9): 1408–1416.

Glaser, B. G. & Strauss, A.L. (1967). *The Discovery of Grounded Theory: Strategies for*

    Qualitative Research. New York: Aldine De Gruyter.

Hirschfield, P. J. (2008). Preparing for prison? The criminalization of school discipline in the

    USA. Theoretical Criminology, 12(1), 79-101. doi: 10.1177/1362480607085795

Kupchik, A. (2010). *Homeroom security: School discipline in an age of fear.* New York: New

    York University Press.

Robers, S., Zhang, A., Morgan, R. E., & Musu-Gillette, L. (2015). Indicators of school crime and

    safety: 2014. Washington, D. C.: U. S. Department of Education, National Center for

    Education Statistics, and Bureau of Justice Statistics, Office of Justice Programs, U. S.

    Department of Justice.

Roupas, S. (2016). Public forum on school resource officers in Guilford County. Retrieved

    from: http://myfox8.com/2016/02/29/public-forum-on-school-resource-officers-in-

    guilford-county/

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H. &

    Jinks, C. (2018). "Saturation in Qualitative Research: Exploring its Conceptualization and

    Operationalization." *Quality & Quantity* 52 (4): 1893–1907.

Strauss, A. & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures*

    and Techniques. Beverley Hills, IA: Sage.

Theriot, M. T. (2009). School resource officers and the criminalization of student behavior. Journal of Criminal Justice, 37(3), 280-287. doi: 10.1016/j.jcrimjus.2009.04.008

Thompkins, D. E. (2000). School violence: Gangs and a culture of fear. *Annals of the American Academy of Political and Social Science, 567,* 54-71.

Tracy, S.J. (2010). Qualitative Quality: Eight "Big-tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry* 16 (10): 837–851.

Tracy, S.J. (2013). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. MA: John Wiley & Sons.

Table 2. SRO Survey Variables Descriptive Statistics by School Level

	Full Sample		Elementary		Middle		High	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	0.53	(0.51)	1.00	(0.00)	0.00	(0.00)	0.00	(0.00)
Middle	0.24	(0.43)	0.00	(0.00)	1.00	(0.00)	0.00	(0.00)
High	0.21	(0.41)	0.00	(0.00)	0.00	(0.00)	1.00	(0.00)
SRO is White	0.94	(0.24)	1.00	(0.00)	1.00	(0.00)	0.86	(0.38)
SRO is Black	0.06	(0.24)	0.00	(0.00)	0.00	(0.00)	0.14	(0.38)
SRO is male	0.73	(0.45)	0.71	(0.47)	0.63	(0.52)	0.86	(0.38)
SRO years of experience in this school	2.88	(2.25)	1.88	(1.17)	5.14	(1.68)	2.14	(2.04)
Strongly Disagree (-2) to Strongly Agree (2)								
I help keep students from being bullied.	1.25	(0.76)	1.18	(0.88)	1.43	(0.53)	1.14	(0.69)
I help keep weapons out of school.	1.78	(0.42)	1.88	(0.33)	1.71	(0.49)	1.57	(0.53)
I help keep students from fighting.	1.48	(0.62)	1.53	(0.62)	1.38	(0.74)	1.43	(0.53)
I help keep students from bringing drugs/alcohol to school.	1.47	(0.57)	1.59	(0.51)	1.14	(0.69)	1.43	(0.53)
My presence makes students feel safer.	1.81	(0.47)	2.00	(0.00)	1.57	(0.53)	1.57	(0.79)
One of main jobs is to protect against outside threats.	1.91	(0.29)	2.00	(0.00)	1.75	(0.46)	1.86	(0.38)
One of main jobs is to investigate criminal activity.	1.61	(0.66)	1.53	(0.80)	1.50	(0.53)	1.86	(0.38)
One of main jobs is to help with school searches.	0.03	(1.07)	-0.12	(0.86)	0.00	(1.31)	0.29	(1.38)
One of main jobs is to make arrests when students break law.	0.55	(0.97)	0.12	(0.99)	0.88	(0.83)	1.00	(0.58)
One of main jobs is to enforce the law.	1.39	(0.83)	1.35	(1.00)	1.50	(0.53)	1.29	(0.76)
Students feel comfortable talking to me.	1.64	(0.55)	1.82	(0.39)	1.63	(0.52)	1.14	(0.69)
Students feel comfortable reporting dangerous or suspicious activity to me.	1.48	(0.51)	1.59	(0.51)	1.38	(0.52)	1.29	(0.49)
Main part of job is to enforce school rules.	-1.24	(1.03)	-1.47	(0.62)	-0.75	(1.28)	-1.14	(1.46)
Main part of job is to teach about safety.	0.50	(0.98)	0.65	(0.79)	0.14	(1.35)	0.57	(1.13)
Treat all students equally.	1.88	(0.33)	2.00	(0.00)	1.88	(0.35)	1.57	(0.53)
Students are better able to solve problems because of my presence.	0.61	(0.70)	0.53	(0.62)	0.75	(0.89)	0.57	(0.79)
Play a major role in deciding punishments for breaking minor rules.	-1.82	(0.39)	-1.82	(0.39)	-1.63	(0.52)	-2.00	(0.00)
Students have respect for me.	1.36	(0.65)	1.59	(0.51)	1.13	(0.64)	1.00	(0.82)
I am someone students can talk to.	1.61	(0.56)	1.76	(0.44)	1.50	(0.53)	1.29	(0.76)
How often do you interact with students? (Never [0] to Daily [4])	3.97	(0.18)	4.00	(0.00)	4.00	(0.00)	3.86	(0.38)
This is true in my school (Strongly disagree [0] to Strongly agree [3])								
Role differs sig from role of typical Sheriff's deputy.	1.72	(0.81)	1.76	(0.66)	1.57	(1.27)	1.71	(0.76)
Role and function clearly understood by faculty.	2.28	(0.73)	2.35	(0.61)	2.14	(1.07)	2.29	(0.76)
SRO program has clearly stated objectives.	2.47	(0.62)	2.59	(0.62)	2.14	(0.69)	2.43	(0.53)
Decide whether to make an arrest or referral when student commits misdemeanor.	1.97	(0.74)	1.71	(0.69)	2.00	(0.58)	2.43	(0.79)
Use my discretion arresting employee who commits misdemeanor at school.	1.75	(0.80)	1.82	(0.64)	1.86	(0.69)	1.71	(1.11)
Students who violate law are referred to both SRO and school admin.	2.22	(0.83)	2.18	(0.81)	2.00	(1.15)	2.43	(0.53)
I enforce the state and local laws by the book.	1.94	(0.63)	1.94	(0.57)	1.86	(0.69)	2.00	(0.82)
School admin encourages strict law enforcement by SRO.	1.81	(0.87)	1.94	(0.68)	1.57	(0.98)	1.71	(1.25)
Faculty encourage strict law enforcement by SRO.	1.83	(0.83)	1.80	(0.68)	2.00	(0.82)	1.71	(1.25)
Expected to ensure all campus facilities are safe and secure.	2.74	(0.44)	2.81	(0.40)	2.71	(0.49)	2.57	(0.53)
I wear a sidearm at all times on campus.	2.94	(0.25)	2.94	(0.25)	2.86	(0.38)	3.00	(0.00)
I dispel misunderstandings young people have of police & justice system.	2.61	(0.56)	2.63	(0.62)	2.71	(0.49)	2.43	(0.53)
This ought to be true in my school (Strongly disagree [0] to Strongly agree [3])								
Role differs sig from role of typical Sheriff's deputy.	1.68	(0.86)	1.71	(0.73)	1.43	(1.27)	1.83	(0.75)
Role and function clearly understood by faculty.	2.54	(0.51)	2.50	(0.52)	2.71	(0.49)	2.50	(0.55)
SRO program has clearly stated objectives.	2.54	(0.58)	2.71	(0.47)	2.29	(0.76)	2.33	(0.52)
Decide whether to make an arrest or referral when student commits misdemeanor.	2.11	(0.74)	1.79	(0.80)	2.14	(0.38)	2.67	(0.52)
Use my discretion making an arrest of school employee who commits misdemeanor on	1.86	(0.80)	2.00	(0.68)	2.00	(0.58)	1.67	(1.03)
Students who violate law are referred to both SRO and school admin.	2.39	(0.74)	2.21	(0.89)	2.57	(0.53)	2.50	(0.55)
I enforce the state and local laws by the book.	1.96	(0.59)	1.92	(0.64)	2.00	(0.58)	2.00	(0.63)
School admin encourages strict law enforcement by SRO.	1.96	(0.65)	2.08	(0.64)	1.71	(0.49)	2.00	(0.89)
Faculty encourage strict law enforcement by SRO.	1.92	(0.74)	2.08	(0.79)	1.57	(0.53)	2.00	(0.89)

Expected to ensure all campus facilities are safe and secure.	2.74	(0.45)	2.77	(0.44)	2.86	(0.38)	2.50	(0.55)
I wear a sidearm at all times on campus.	2.93	(0.27)	2.92	(0.28)	2.86	(0.38)	3.00	(0.00)
I dispel misunderstandings young people have of police & justice system.	2.59	(0.64)	2.69	(0.63)	2.71	(0.49)	2.17	(0.75)
This happens in my school (Never [0] to Daily [4])								
I control and direct traffic on campus.	1.97	(1.51)	2.12	(1.50)	1.71	(1.60)	2.00	(1.73)
I assist motorists with vehicle problems on campus.	1.84	(1.05)	1.82	(1.07)	1.29	(0.76)	2.57	(0.98)
I serve as a law-related counselor to students, staff, community.	2.72	(1.25)	2.47	(1.28)	3.00	(1.00)	3.14	(1.46)
I meet with students to discuss family problems or concerns.	1.45	(1.06)	1.12	(0.78)	2.00	(1.26)	1.71	(1.38)
I meet with students regarding academic concerns.	0.50	(0.95)	0.24	(0.44)	0.57	(1.13)	1.00	(1.53)
I meet with students regarding behavioral or law-related concerns.	1.88	(1.21)	1.24	(0.83)	3.00	(1.00)	2.43	(1.27)
I maintain an open door policy.	4.00	(0.00)	4.00	(0.00)	4.00	(0.00)	4.00	(0.00)
I act as a clearinghouse of information and direct students/staff to resources.	2.81	(1.17)	2.65	(1.22)	3.29	(0.76)	2.50	(1.38)
This ought to happen in my school (Never [0] to Daily [4])								
I control and direct traffic on campus.	1.93	(1.44)	2.43	(1.40)	1.29	(1.25)	1.67	(1.63)
I assist motorists with vehicle problems on campus.	1.86	(1.08)	2.14	(1.23)	1.00	(0.00)	2.33	(0.82)
I serve as a law-related counselor to students, staff, community.	2.68	(1.36)	2.79	(1.31)	2.71	(1.25)	2.67	(1.75)
I meet with students to discuss family problems or concerns.	1.62	(1.20)	1.46	(1.33)	2.00	(1.26)	1.67	(1.03)
I meet with students regarding academic concerns.	0.46	(0.74)	0.29	(0.47)	0.57	(1.13)	0.67	(0.82)
I meet with students regarding behavioral or law-related concerns.	2.07	(1.17)	1.54	(1.05)	3.00	(1.00)	2.33	(1.03)
I maintain an open door policy.	4.00	(0.00)	4.00	(0.00)	4.00	(0.00)	4.00	(0.00)
I act as a clearinghouse of information and direct students/staff to resources.	3.11	(1.10)	3.07	(1.14)	3.57	(0.53)	2.50	(1.38)
This happens in my school (Never [0] to Daily [4])								
I aid faculty/staff in identifying students in need of non-academic counseling.	1.38	(1.16)	1.00	(0.94)	1.43	(0.79)	1.86	(1.46)
I provide advice to students in informal settings about cons. of illegal beh.	2.28	(1.08)	1.71	(0.92)	2.86	(1.07)	2.86	(0.69)
I teach law-related topics in traditional classrooms.	0.56	(0.67)	0.47	(0.62)	0.86	(0.69)	0.43	(0.79)
I provide law-related information to faculty.	1.63	(1.01)	1.53	(0.80)	1.71	(1.11)	1.43	(1.13)
I teach/provide peer mediation or conflict resolution programs.	0.63	(0.98)	0.71	(1.05)	0.57	(1.13)	0.29	(0.49)
I teach students about drug laws.	0.56	(0.80)	0.24	(0.44)	0.71	(0.95)	1.14	(1.07)
I teach students about traffic laws.	0.59	(0.80)	0.35	(0.49)	0.43	(0.53)	1.29	(1.25)
This ought to happen in my school (Never [0] to Daily [4])								
I aid faculty or staff in identifying students in need of non-academic counseling	1.50	(1.17)	1.21	(0.89)	1.29	(0.95)	2.00	(1.55)
I provide advice to students in informal settings about consequences of illegal	2.50	(1.11)	2.07	(1.14)	2.86	(1.07)	2.83	(0.75)
I teach law-related topics in traditional classrooms.	0.93	(0.83)	0.79	(0.80)	1.33	(1.03)	0.83	(0.75)
I provide law-related information to faculty.	1.81	(1.04)	1.71	(0.91)	2.17	(1.17)	1.33	(0.82)
I teach/provide peer mediation or conflict resolution programs.	0.92	(1.06)	1.00	(1.22)	0.83	(1.17)	0.67	(0.52)
I teach students about drug laws	0.89	(0.89)	0.62	(0.65)	1.00	(1.41)	1.33	(0.52)
I teach students about traffic laws.	0.89	(0.83)	0.71	(0.73)	0.71	(0.95)	1.50	(0.84)
Participate in security enforcement and patrol (1=yes)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Participate in maintaining school discipline (1=yes)	0.09	(0.29)	0.18	(0.39)	0.00	(0.00)	0.00	(0.00)
Participate in coordinating with local police and emergency teams (1=yes)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Participate in identifying problems in school and seeking solutions (1=yes)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Participate in training teachers and staff in school safety or crime prevention	0.88	(0.34)	0.82	(0.39)	1.00	(0.00)	0.83	(0.41)
Participate in mentoring students (1=yes)	0.88	(0.34)	0.94	(0.24)	0.86	(0.38)	0.71	(0.49)
Participate in Teaching a law related course or training students (1=yes)	0.24	(0.44)	0.18	(0.39)	0.25	(0.46)	0.29	(0.49)
Overall Sample	34		18		8		7	

Table 3. School administrator survey descriptive statistics by school level

	Full Sample		Elementary		Middle		High	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	0.60	(0.50)	1.00	(0.00)	0.00	(0.00)	0.00	(0.00)
Middle	0.23	(0.43)	0.00	(0.00)	1.00	(0.00)	0.00	(0.00)
High	0.17	(0.38)	0.00	(0.00)	0.00	(0.00)	1.00	(0.00)
Respondent is principal (vice/assistant principal otherwise)	0.60	(0.50)	0.52	(0.51)	0.75	(0.46)	0.67	(0.52)
Administrator is White	0.97	(0.17)	0.95	(0.22)	1.00	(0.00)	1.00	(0.00)
Administrator is Black	0.03	(0.17)	0.05	(0.22)	0.00	(0.00)	0.00	(0.00)
Administrator is Male	0.26	(0.44)	0.14	(0.36)	0.50	(0.53)	0.33	(0.52)
Years of Administrator Experience	5.63	(4.77)	4.67	(3.07)	8.00	(7.62)	5.83	(4.79)
Strongly disagree (-2) to Strongly agree (2)								
SRO helps keep students from being bullied.	0.20	(1.05)	0.00	(1.14)	0.38	(0.74)	0.67	(1.03)
SRO helps keep weapons out of school.	1.12	(0.77)	1.00	(0.79)	1.25	(0.71)	1.33	(0.82)
SRO helps keep students from fighting.	0.09	(1.09)	-0.10	(1.18)	0.25	(0.89)	0.50	(1.05)
SRO helps keep students from bringing drugs/alcohol to school.	0.29	(0.99)	-0.10	(0.89)	0.50	(0.76)	1.33	(0.82)
SRO presence makes students feel safer.	1.60	(0.60)	1.76	(0.44)	1.38	(0.74)	1.33	(0.82)
The SRO makes me feel safer.	1.43	(0.74)	1.57	(0.68)	1.25	(0.71)	1.17	(0.98)
I often see the SRO in public areas of our school.	1.51	(0.85)	1.52	(0.98)	1.50	(0.53)	1.50	(0.84)
Students feel comfortable talking to the SRO.	1.54	(0.74)	1.71	(0.72)	1.38	(0.52)	1.17	(0.98)
Students feel comfortable reporting dangerous or suspicious activity to the SRO.	1.26	(0.79)	1.24	(0.94)	1.13	(0.35)	1.60	(0.55)
The main job of the SRO is to enforce school rules.	-1.29	(0.83)	-1.24	(1.00)	-1.38	(0.52)	-1.33	(0.52)
The main job of the SRO is to teach about safety.	-0.23	(0.94)	-0.14	(1.06)	-0.50	(0.76)	-0.17	(0.75)
The SRO treats all students equally, no matter who they are.	1.63	(0.65)	1.67	(0.73)	1.63	(0.52)	1.50	(0.55)
Students' consequences are more severe when the SRO gets involved.	-0.43	(1.17)	-0.67	(0.97)	0.00	(1.69)	-0.17	(0.98)
Students are better able to solve their problems when the SRO gets involved.	-0.37	(0.91)	-0.52	(0.98)	0.00	(0.76)	-0.33	(0.82)
The SRO plays a major role in deciding punishments when students break minor sch	-1.77	(0.49)	-1.76	(0.54)	-1.63	(0.52)	-2.00	(0.00)
Students have respect for the SRO.	1.69	(0.47)	1.86	(0.36)	1.38	(0.52)	1.50	(0.55)
The SRO treats students with respect.	1.77	(0.43)	1.86	(0.36)	1.75	(0.46)	1.50	(0.55)
The SRO cares about students in the school.	1.80	(0.47)	1.90	(0.30)	1.88	(0.35)	1.33	(0.82)
The SRO is someone students can talk to.	1.49	(0.61)	1.52	(0.60)	1.50	(0.53)	1.33	(0.82)
The following statement is true in my school (Strongly disagree [0] to Strongly agree [3])								
The SRO decides whether to make an arrest.	1.60	(0.93)	1.69	(1.08)	1.50	(0.53)	1.50	(1.05)
Students who violate the law are referred to both SRO and school a	1.97	(0.97)	2.00	(0.91)	1.88	(0.99)	2.00	(1.26)
School administration encourages strict law enforcement by SRO.	2.06	(0.80)	2.00	(0.91)	2.13	(0.83)	2.17	(0.41)
The SRO wears a firearm at all times on campus.	2.74	(0.44)	2.86	(0.36)	2.50	(0.53)	2.67	(0.52)
The SRO dispels possible misunderstandings regarding police.	2.41	(0.82)	2.47	(0.94)	2.29	(0.49)	2.40	(0.89)
The following statement ought to be true in my school (Strongly disagree [0] to Strongly agree [3])								
SRO to decide whether to make an arrest	1.62	(0.86)	1.73	(0.96)	1.50	(0.53)	1.50	(1.05)
Students who violate law are referred to SRO and school	2.03	(0.89)	2.13	(0.72)	1.88	(0.99)	2.00	(1.26)
School admin encourages strict law enforcement by SRO.	2.00	(0.80)	1.87	(0.92)	2.13	(0.83)	2.17	(0.41)
SRO should wear a firearm at all times on campus.	2.76	(0.44)	2.89	(0.32)	2.50	(0.53)	2.67	(0.52)
SRO dispels misunderstands young people have of police.	2.61	(0.50)	2.82	(0.39)	2.25	(0.46)	2.50	(0.55)
This happens in my school (Never [0] to Daily [4])								
SRO controls and directs traffic on campus.	1.11	(1.02)	0.86	(0.73)	1.38	(1.41)	1.67	(1.21)
SRO assists motorists with vehicle problems on campus.	1.18	(0.73)	1.16	(0.60)	1.00	(0.00)	1.50	(1.38)
SRO serves as a law-related counselor to students, staff and community	1.48	(1.37)	1.32	(1.49)	1.50	(1.20)	2.00	(1.26)
SRO meets with students to discuss family problems or concerns.	0.90	(1.14)	0.41	(0.62)	1.00	(1.07)	2.17	(1.47)

SRO meets with students regarding academic concerns.	0.41	(0.87)	0.11	(0.32)	0.29	(0.49)	1.50	(1.52)
SRO meets with students regarding behavior or law related concerns.	1.19	(1.03)	0.61	(0.70)	1.63	(0.74)	2.33	(1.03)
SRO maintains an open door policy.	3.71	(0.86)	3.57	(1.08)	3.88	(0.35)	4.00	(0.00)
SRO acts as a clearinghouse of information and direct students/staff to resource	1.82	(1.47)	1.60	(1.39)	2.29	(1.60)	2.00	(1.67)
SRO aids faculty/staff in identifying students in need of nonacademic counseling	0.56	(0.95)	0.28	(0.75)	0.63	(0.74)	1.33	(1.37)
SRO provides advice to students in informal settings about cons. of illegal behavior	1.41	(1.16)	0.80	(0.89)	2.00	(0.93)	2.67	(0.82)
SRO teaches law-related topics in traditional classroom.	0.26	(0.56)	0.14	(0.48)	0.50	(0.76)	0.33	(0.52)
SRO provides law-related information to faculty.	0.65	(0.65)	0.70	(0.73)	0.75	(0.46)	0.33	(0.52)
SRO teaches/provides peer mediation or conflict resolution programs.	0.15	(0.44)	0.00	(0.00)	0.38	(0.74)	0.33	(0.52)
SRO teaches students about drug laws.	0.21	(0.48)	0.00	(0.00)	0.43	(0.79)	0.67	(0.52)
SRO teaches students about traffic laws.	0.21	(0.42)	0.11	(0.32)	0.13	(0.35)	0.67	(0.52)
This ought to happen in my school (Never [0] to Daily [4])								
SRO ought to control and direct traffic on campus.	2.03	(1.50)	1.82	(1.47)	2.13	(1.55)	2.60	(1.67)
SRO ought to assist motorists with vehicle problems on campus.	1.52	(1.09)	1.56	(1.04)	1.00	(0.00)	2.00	(1.67)
SRO ought to serve as a law related counselor to students, staff and community.	2.00	(1.36)	2.13	(1.50)	1.75	(1.28)	2.00	(1.26)
SRO ought to meet with students to discuss family problems or concerns.	1.31	(1.39)	0.94	(1.34)	1.29	(1.38)	2.33	(1.21)
SRO ought to meet with students regarding academic concerns.	0.87	(1.26)	0.72	(1.23)	0.57	(0.79)	1.67	(1.63)
SRO ought to meet with students regarding behavior or law related concerns.	1.68	(1.22)	1.06	(0.90)	2.00	(1.07)	3.00	(1.10)
SRO ought to maintain an open door policy.	3.97	(0.17)	3.95	(0.23)	4.00	(0.00)	4.00	(0.00)
SRO ought to act as a clearinghouse of information and direct students and staff	2.55	(1.38)	2.35	(1.32)	2.71	(1.60)	3.00	(1.41)
SRO ought to aid faculty or staff in identifying students in need of non-academic	1.23	(1.28)	1.00	(1.37)	1.13	(1.25)	2.00	(0.89)
SRO ought to provide students with advice to students in informal settings about	1.97	(1.22)	1.39	(1.09)	2.38	(0.92)	3.40	(0.55)
SRO ought to teach law related topic in traditional classrooms.	0.94	(0.97)	0.74	(1.05)	1.25	(1.04)	1.17	(0.41)
SRO ought to provide law related information to faculty.	1.19	(0.74)	1.33	(0.91)	1.00	(0.53)	1.00	(0.00)
SRO ought to teach/provide mediation or conflict resolution programs.	1.03	(1.05)	1.06	(1.03)	1.33	(1.51)	0.67	(0.52)
SRO ought to teach students about drug laws.	1.07	(1.10)	0.81	(1.17)	1.57	(1.27)	1.17	(0.41)
SRO ought to teach students about traffic laws.	0.80	(0.92)	0.75	(1.06)	0.75	(1.04)	1.00	(0.00)
During this year, did your school allow: (Yes [1] or No [1])								
Removal for at least the remainder of the school year?	0.54	(0.51)	0.29	(0.46)	1.00	(0.00)	0.83	(0.41)
Out of school suspension or removal for less than the remainder of the school year?	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
In-school suspension?	0.97	(0.17)	0.95	(0.22)	1.00	(0.00)	1.00	(0.00)
Detention?	0.71	(0.46)	0.52	(0.51)	1.00	(0.00)	1.00	(0.00)
Saturday school?	0.20	(0.41)	0.00	(0.00)	0.50	(0.53)	0.50	(0.55)
Referral to a school counselor?	0.97	(0.17)	0.95	(0.22)	1.00	(0.00)	1.00	(0.00)
Assignment to a program (during school hours) designed to reduce disciplinary problems?	0.43	(0.50)	0.19	(0.40)	0.75	(0.46)	0.83	(0.41)
Assignment to a program (outside of school hours) designed to reduce disciplinary problems?	0.17	(0.38)	0.10	(0.30)	0.25	(0.46)	0.33	(0.52)
Loss of student privileges?	0.94	(0.24)	0.95	(0.22)	1.00	(0.00)	0.83	(0.41)
Requirement of participation in community service?	0.23	(0.43)	0.10	(0.30)	0.25	(0.46)	0.67	(0.52)
During this year, did your school use: (Yes [1] or No [1])								
Removal for at least the remainder of the school year?	0.24	(0.44)	0.13	(0.35)	0.38	(0.52)	0.20	(0.45)
Out of school suspension or removal for less than the remainder of the school year?	0.76	(0.43)	0.80	(0.41)	0.88	(0.35)	0.50	(0.55)
In-school suspension?	0.88	(0.33)	0.90	(0.31)	0.88	(0.35)	0.83	(0.41)
Detention?	0.79	(0.42)	0.64	(0.50)	1.00	(0.00)	0.83	(0.41)
Saturday school?	0.29	(0.46)	0.00	(0.00)	0.50	(0.53)	0.40	(0.55)
Referral to a school counselor?	0.97	(0.17)	0.95	(0.22)	1.00	(0.00)	1.00	(0.00)

Assignment to a program (during school hours) designed to reduce disciplinary problems?	0.54	(0.51)	0.40	(0.52)	0.50	(0.53)	0.83	(0.41)
Assignment to a program (outside of school hours) designed to reduce disciplinary problems?	0.23	(0.43)	0.22	(0.44)	0.13	(0.35)	0.40	(0.55)
Loss of student privileges?	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Requirement of participation in community service?	0.29	(0.46)	0.09	(0.30)	0.25	(0.46)	0.80	(0.45)
How often does this problem occur at your school? (Never happens [0] to Happens daily [4])								
Physical conflict among students?	1.11	(0.47)	1.14	(0.57)	1.13	(0.35)	1.00	(0.00)
Robbery or theft?	0.97	(0.45)	0.90	(0.54)	1.13	(0.35)	1.00	(0.00)
Vandalism?	0.80	(0.47)	0.67	(0.58)	1.00	(0.00)	1.00	(0.00)
Student use of alcohol?	0.26	(0.44)	0.00	(0.00)	0.38	(0.52)	1.00	(0.00)
Student use of illegal drugs?	0.29	(0.46)	0.00	(0.00)	0.50	(0.53)	1.00	(0.00)
Student possession of a weapon?	0.23	(0.43)	0.10	(0.30)	0.50	(0.53)	0.33	(0.52)
Physical abuse of a teacher?	0.37	(0.49)	0.48	(0.51)	0.25	(0.46)	0.17	(0.41)
Student racial tension?	0.60	(0.65)	0.33	(0.48)	1.00	(0.93)	1.00	(0.00)
Student bullying?	1.31	(0.72)	1.14	(0.57)	1.63	(1.06)	1.50	(0.55)
Student verbal abuse of a teacher?	0.71	(0.52)	0.71	(0.56)	0.63	(0.52)	0.83	(0.41)
Widespread disorder in classrooms?	0.20	(0.41)	0.10	(0.30)	0.50	(0.53)	0.17	(0.41)
Students act disrespectful to teachers?	1.23	(0.73)	1.24	(0.83)	1.25	(0.71)	1.17	(0.41)
Gang activity?	0.03	(0.17)	0.00	(0.00)	0.00	(0.00)	0.17	(0.41)
Does the SRO participate in the following at your school? (1=yes; 0=no)								
Security enforcement and patrol	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Maintaining school discipline	0.31	(0.47)	0.19	(0.40)	0.50	(0.53)	0.50	(0.55)
Coordinating with local police and emergency teams	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
Identifying problems in school and seeking solutions	0.91	(0.28)	0.95	(0.22)	0.88	(0.35)	0.83	(0.41)
Training teachers and staff in school safety or crime prevention	0.51	(0.51)	0.48	(0.51)	0.75	(0.46)	0.33	(0.52)
Mentoring students	0.49	(0.51)	0.38	(0.50)	0.50	(0.53)	0.83	(0.41)
Teaching a law related course or training students	0.06	(0.24)	0.05	(0.22)	0.13	(0.35)	0.00	(0.00)
Overall Sample Size	35		21		8		6	

Table 4. Teacher survey descriptive statistics by school level

	Full Sample		Elementary		Middle		High	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	0.48	(0.50)	1.00	(0.00)	0.00	(0.00)	0.00	(0.00)
Middle	0.21	(0.41)	0.00	(0.00)	1.00	(0.00)	0.00	(0.00)
High	0.20	(0.40)	0.00	(0.00)	0.00	(0.00)	1.00	(0.00)
Teacher is White	0.94	(0.23)	0.96	(0.20)	0.94	(0.24)	0.92	(0.27)
Teacher is Black	0.03	(0.16)	0.02	(0.13)	0.04	(0.20)	0.02	(0.15)
Teacher is Asian	0.00	(0.04)	0.00	(0.00)	0.00	(0.00)	0.01	(0.09)
Teacher is Hispanic	0.01	(0.11)	0.01	(0.09)	0.01	(0.08)	0.03	(0.17)
Teacher race is Other	0.01	(0.08)	0.00	(0.05)	0.01	(0.12)	0.01	(0.09)
Teacher is two or more races	0.00	(0.04)	0.00	(0.05)	0.00	(0.00)	0.00	(0.00)
Teacher is Male	0.18	(0.38)	0.08	(0.26)	0.24	(0.43)	0.33	(0.47)
Years of Teacher Experience at This School	7.88	(7.28)	7.34	(6.71)	9.07	(7.73)	7.37	(8.01)
Years of Teacher Experience at Any School	14.81	(10.05)	13.60	(9.57)	16.08	(9.46)	15.65	(11.53)
Strongly disagree (-2) to Strongly agree (2)								
SRO helps keep students from being bullied.	0.62	(0.96)	0.64	(0.94)	0.60	(0.95)	0.56	(0.98)
SRO helps keep weapons out of school.	1.21	(0.81)	1.27	(0.81)	1.27	(0.71)	1.03	(0.89)
SRO helps keep students from fighting.	0.87	(0.90)	0.81	(0.92)	1.04	(0.76)	0.85	(0.95)
SRO helps keep students from bringing drugs/alcohol to school.	0.89	(0.94)	0.91	(0.93)	1.00	(0.87)	0.73	(1.02)
SRO presence makes students feel safer.	1.42	(0.75)	1.59	(0.64)	1.41	(0.76)	1.03	(0.89)
The SRO makes me feel safer.	1.37	(0.82)	1.52	(0.72)	1.39	(0.79)	0.95	(0.99)
At my school, one of the main jobs of the SRO is to protect the school against outside threats such as intruders.	1.43	(0.81)	1.65	(0.64)	1.43	(0.72)	0.93	(1.05)
At my school, one of the main jobs of the SRO is to investigate criminal activity in the school.	0.92	(1.04)	0.69	(1.15)	1.24	(0.79)	1.11	(0.89)
At my school, one of the main jobs of the SRO is to help carry out school searches (locker, etc.)	0.61	(1.07)	0.28	(1.13)	1.02	(0.86)	0.95	(0.84)
At my school, one of the main jobs of the SRO is to make arrests when students break the law.	0.33	(1.17)	-0.15	(1.14)	0.84	(0.95)	0.91	(0.96)
At my school, one of the main jobs of the SRO is to enforce the law.	1.08	(0.90)	0.93	(1.03)	1.31	(0.64)	1.21	(0.76)
I often see the SRO in public areas of our school.	1.41	(0.89)	1.52	(0.82)	1.37	(0.91)	1.16	(0.99)
Students feel comfortable talking to the SRO.	1.42	(0.81)	1.59	(0.71)	1.32	(0.84)	1.08	(0.92)
Students feel comfortable reporting dangerous or suspicious activity to the SRO.	1.09	(0.88)	1.25	(0.80)	1.04	(0.94)	0.70	(0.93)
The main job of the SRO is to enforce school rules.	0.32	(1.12)	0.46	(1.12)	0.16	(1.15)	0.15	(1.10)
The main job of the SRO is to teach about safety.	0.50	(0.98)	0.64	(0.98)	0.44	(0.96)	0.22	(0.98)
The SRO treats all students equally, no matter who they are.	1.44	(0.76)	1.56	(0.66)	1.48	(0.68)	1.07	(0.96)
Students' consequences are more severe when the SRO gets involved.	0.17	(1.01)	0.03	(0.96)	0.32	(1.04)	0.40	(1.01)
Students are better able to solve their problems when the SRO gets involved.	0.27	(0.78)	0.24	(0.79)	0.28	(0.73)	0.28	(0.80)
The SRO plays a major role in deciding punishments when students break minor school rules.	-0.78	(1.04)	-0.74	(1.04)	-0.90	(1.10)	-0.77	(0.99)
Students have respect for the SRO.	1.37	(0.79)	1.54	(0.69)	1.36	(0.71)	0.92	(0.95)
The SRO treats students with respect.	1.59	(0.64)	1.69	(0.57)	1.59	(0.65)	1.30	(0.74)
The SRO cares about students in the school.	1.59	(0.67)	1.71	(0.58)	1.59	(0.63)	1.28	(0.82)
The SRO is someone students can talk to.	1.41	(0.81)	1.57	(0.71)	1.34	(0.86)	1.06	(0.90)
The SRO is someone I trust.	1.49	(0.78)	1.58	(0.73)	1.55	(0.69)	1.14	(0.94)
I would tell the SRO if I knew that a student had committed a crime.	1.54	(0.75)	1.53	(0.81)	1.68	(0.56)	1.41	(0.81)
If I gave information to the SRO about someone doing something illegal, I would trust the officer to keep that information private.	1.32	(0.92)	1.37	(0.89)	1.34	(0.98)	1.14	(0.93)
Strongly disagree (0) to Strongly agree (3)								

Everyone knows what the school rules are.	2.41	(0.64)	2.60	(0.54)	2.40	(0.56)	2.08	(0.72)
The school rules are fair.	2.54	(0.54)	2.66	(0.50)	2.51	(0.52)	2.37	(0.58)
The punishment for breaking school rules is the same no matter who you are.	1.95	(0.90)	2.04	(0.87)	2.03	(0.86)	1.76	(0.99)
The school rules are strictly enforced.	1.94	(0.79)	2.11	(0.71)	2.03	(0.71)	1.64	(0.84)
If a school rule is broken, students know what kind of punishment will follow.	1.91	(0.77)	1.95	(0.76)	2.14	(0.67)	1.72	(0.81)
Teachers treat students with respect.	2.60	(0.54)	2.75	(0.46)	2.58	(0.51)	2.39	(0.58)
Teachers care about students.	2.73	(0.47)	2.83	(0.40)	2.71	(0.46)	2.59	(0.54)

How often do the following happen in your school (Never happens [0] to Happens daily [4])

Physical conflicts among students	1.02	(0.68)	0.90	(0.62)	1.04	(0.59)	1.11	(0.67)
Robbery or theft	0.89	(0.65)	0.65	(0.55)	1.03	(0.55)	1.21	(0.71)
Vandalism	0.76	(0.67)	0.47	(0.54)	1.00	(0.56)	1.16	(0.73)
Student use of alcohol	0.36	(0.67)	0.01	(0.11)	0.40	(0.51)	1.23	(0.85)
Student use of illegal drugs	0.49	(0.82)	0.00	(0.06)	0.51	(0.54)	1.57	(1.05)
Student possession of weapons	0.21	(0.43)	0.10	(0.30)	0.22	(0.43)	0.44	(0.59)
Physical abuse of teachers	0.31	(0.52)	0.41	(0.58)	0.23	(0.47)	0.15	(0.36)
Student racial tensions	0.60	(0.78)	0.26	(0.45)	0.84	(0.80)	1.07	(0.96)
Student bullying	1.67	(1.04)	1.27	(0.81)	1.99	(1.01)	2.07	(1.13)
Student verbal abuse of teachers	0.94	(0.90)	0.78	(0.73)	0.86	(0.86)	1.23	(0.99)
Widespread disorder in classrooms	0.43	(0.64)	0.33	(0.52)	0.37	(0.58)	0.57	(0.72)
Student acts of disrespect for teachers	1.35	(1.02)	1.18	(0.90)	1.35	(0.98)	1.52	(1.13)
Gang activities	0.08	(0.29)	0.00	(0.06)	0.07	(0.26)	0.22	(0.49)

Strongly disagree (0) to Strongly agree (3)

This is true: The role and function of the SRO DOES differ from a typical Sheriff's deputy.	2.11	(0.71)	2.11	(0.70)	2.09	(0.70)	2.08	(0.77)
This is true: The role and function of the SRO is clearly understood by the faculty.	1.98	(0.79)	2.07	(0.75)	1.87	(0.76)	1.79	(0.88)
This is true: The SRO decides whether to make an arrest.	2.10	(0.73)	1.95	(0.77)	2.25	(0.54)	2.21	(0.79)
This is true: SROs use their discretion in making an arrest if an employee commits a misdemeanor.	2.02	(0.83)	2.11	(0.70)	1.89	(0.89)	1.88	(0.95)
This is true: Students who violate the law are referred to both SRO and school administration.	2.31	(0.74)	2.10	(0.81)	2.41	(0.63)	2.58	(0.59)
This is true: School administration encourages strict law enforcement by SRO.	2.25	(0.68)	2.26	(0.68)	2.24	(0.61)	2.27	(0.75)
This is true: The faculty encourage strict law enforcement on campus by the SRO.	2.24	(0.68)	2.27	(0.64)	2.27	(0.63)	2.17	(0.78)
This is true: The SRO is expected to ensure all campus facilities are safe and secure.	2.62	(0.60)	2.70	(0.56)	2.65	(0.54)	2.38	(0.72)
This is true: The SRO wears a firearm at all times on campus.	2.67	(0.56)	2.64	(0.58)	2.67	(0.58)	2.77	(0.42)
This is true: The SRO dispels possible misunderstandings regarding police.	2.29	(0.73)	2.30	(0.71)	2.26	(0.76)	2.25	(0.81)
This ought to be true: The role and function of the SRO DOES differ from a typical Sheriff's deputy.	2.06	(0.76)	2.04	(0.74)	2.19	(0.73)	1.95	(0.83)
This ought to be true: The role and function of the SRO is clearly understood by the faculty.	2.59	(0.59)	2.53	(0.62)	2.64	(0.56)	2.66	(0.56)
This ought to be true: The SRO decides whether to make an arrest.	2.24	(0.68)	2.15	(0.71)	2.38	(0.57)	2.22	(0.72)
This ought to be true: SROs use their discretion in making an arrest if an employee commits a misdemeanor.	2.18	(0.75)	2.21	(0.69)	2.24	(0.83)	2.08	(0.77)
This ought to be true: Students who violate the law are referred to both SRO and school administration.	2.48	(0.62)	2.36	(0.66)	2.58	(0.55)	2.57	(0.61)
This ought to be true: School administration encourages strict law enforcement by SRO.	2.42	(0.59)	2.36	(0.60)	2.46	(0.54)	2.48	(0.62)
This ought to be true: The faculty encourage strict law enforcement on campus by the SRO.	2.40	(0.58)	2.37	(0.60)	2.47	(0.54)	2.41	(0.60)
This ought to be true: The SRO is expected to ensure all campus facilities are safe and secure.	2.71	(0.53)	2.73	(0.53)	2.76	(0.49)	2.62	(0.60)
This ought to be true: The SRO wears a firearm at all times on campus.	2.60	(0.66)	2.60	(0.61)	2.65	(0.64)	2.49	(0.83)

	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)
This ought to be true: The SRO dispels possible misunderstandings regarding police.	2.53	(0.58)	2.46	(0.63)	2.58	(0.55)	2.59	(0.52)
How frequently does the following happen in your school? (Never [0] to Daily [4])								
SRO controls and directs traffic on campus.	2.40	(1.70)	2.66	(1.67)	2.74	(1.56)	1.28	(1.55)
SRO assists motorists with vehicle problems on campus.	2.26	(1.34)	2.44	(1.31)	2.02	(1.41)	2.12	(1.37)
SRO serves as a law-related counselor to students, staff and community	2.79	(1.39)	2.67	(1.45)	2.97	(1.22)	2.74	(1.52)
SRO meets with students to discuss family problems or concerns.	1.53	(1.49)	1.33	(1.62)	1.59	(1.37)	1.83	(1.37)
SRO meets with students regarding academic concerns.	0.56	(1.19)	0.70	(1.35)	0.21	(0.70)	0.38	(1.02)
SRO meets with students regarding behavior or law related concerns.	2.30	(1.30)	1.92	(1.33)	2.32	(1.21)	2.94	(1.10)
SRO maintains an open door policy.	3.88	(0.56)	3.91	(0.45)	3.92	(0.46)	3.76	(0.87)
SRO acts as a clearinghouse of information and direct students/staff to resources.	3.17	(1.24)	3.12	(1.28)	3.25	(1.19)	3.18	(1.30)
SRO aids faculty/staff in identifying students in need of nonacademic counseling.	1.33	(1.61)	0.98	(1.54)	1.48	(1.61)	1.79	(1.63)
SRO provides advice to students in informal settings about cons. of illegal behavior.	2.44	(1.39)	1.92	(1.40)	2.67	(1.30)	3.17	(1.04)
SRO teaches law-related topics in traditional classroom.	0.55	(0.94)	0.59	(1.03)	0.49	(0.76)	0.56	(0.98)
SRO provides law-related information to faculty.	1.06	(1.05)	1.07	(1.02)	1.02	(1.00)	1.00	(1.21)
SRO teaches/provides peer mediation or conflict resolution programs.	0.61	(1.18)	0.61	(1.20)	0.59	(1.15)	0.58	(1.20)
SRO teaches students about drug laws.	0.66	(1.07)	0.53	(1.08)	0.79	(0.88)	0.97	(1.33)
SRO teaches students about traffic laws.	0.47	(1.02)	0.41	(1.00)	0.27	(0.72)	0.94	(1.34)
SRO ought to control and direct traffic on campus.	3.09	(1.44)	3.36	(1.25)	3.17	(1.36)	2.50	(1.70)
SRO ought to assist motorists with vehicle problems on campus.	2.45	(1.38)	2.61	(1.33)	2.28	(1.44)	2.44	(1.42)
SRO ought to serve as a law related counselor to students, staff and community.	2.71	(1.31)	2.61	(1.32)	2.79	(1.31)	2.81	(1.29)
SRO ought to meet with students to discuss family problems or concerns.	2.00	(1.28)	1.79	(1.33)	2.01	(1.19)	2.32	(1.23)
SRO ought to meet with students regarding academic concerns.	1.18	(1.38)	1.26	(1.43)	0.99	(1.24)	1.05	(1.35)
SRO ought to meet with students regarding behavior or law related concerns.	2.58	(1.17)	2.30	(1.20)	2.57	(1.13)	3.07	(1.00)
SRO ought to maintain an open door policy.	3.93	(0.37)	3.94	(0.32)	3.91	(0.43)	3.92	(0.45)
SRO ought to act as a clearinghouse of information and direct students and staff to resources.	3.33	(1.08)	3.29	(1.11)	3.48	(0.92)	3.26	(1.19)
SRO ought to aid faculty or staff in identifying students in need of non-academic counseling.	2.14	(1.39)	1.88	(1.43)	2.25	(1.31)	2.51	(1.31)
SRO ought to provide students with advice to students in informal settings about cons. of illegal behavior.	2.56	(1.22)	2.14	(1.23)	2.82	(1.10)	3.04	(1.07)
SRO ought to teach law related topic in traditional classrooms.	1.37	(0.91)	1.30	(0.92)	1.40	(0.88)	1.49	(0.97)
SRO ought to provide law related information to faculty.	1.43	(0.84)	1.37	(0.82)	1.49	(0.81)	1.45	(0.89)
SRO ought to teach/provide mediation or conflict resolution programs.	1.53	(1.07)	1.45	(1.05)	1.64	(1.07)	1.66	(1.13)
SRO ought to teach students about drug laws.	1.42	(0.92)	1.28	(0.95)	1.45	(0.78)	1.70	(1.01)
SRO ought to teach students about traffic laws.	1.12	(1.00)	0.95	(1.00)	0.95	(0.79)	1.68	(1.04)
SRO participates in security enforcement and patrol (1=yes)	0.99	(0.08)	0.99	(0.08)	0.99	(0.08)	0.99	(0.09)
SRO participates in maintaining school discipline (1=yes)	0.80	(0.40)	0.72	(0.45)	0.82	(0.38)	0.89	(0.31)
SRO participates in coordinating with local police and emergency teams (1=yes)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)	1.00	(0.00)
SRO participates in identifying problems in school and seeking solutions (1=yes)	0.96	(0.20)	0.97	(0.18)	0.95	(0.23)	0.96	(0.20)
SRO participates in training teachers and staff in school safety or crime prevention	0.56	(0.50)	0.58	(0.49)	0.63	(0.49)	0.38	(0.49)
SRO participates in mentoring students (1=yes)	0.86	(0.35)	0.85	(0.36)	0.81	(0.39)	0.90	(0.30)
SRO participates in Teaching a law related course or training students (1=yes)	0.28	(0.45)	0.27	(0.44)	0.39	(0.49)	0.22	(0.42)

How often are you afraid that someone will attack or harm you in the school building? (Never [0] to Most of the time [3])	0.47	(0.62)	0.41	(0.60)	0.50	(0.59)	0.50	(0.66)
How often do your students interact with an SRO? (Never [0] to Daily [4])	3.10	(1.21)	3.20	(1.09)	3.01	(1.34)	2.86	(1.36)
Overall sample size	699		337		150		140	

Table 5. Parent survey descriptive statistics by school level

	Full Sample		Elementary		Middle		High	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	0.40	(0.49)	1.00	(0.00)	0.00	(0.00)	0.00	(0.00)
Middle	0.14	(0.35)	0.00	(0.00)	1.00	(0.00)	0.00	(0.00)
High	0.33	(0.47)	0.00	(0.00)	0.00	(0.00)	1.00	(0.00)
Parent is White	0.91	(0.29)	0.90	(0.30)	0.94	(0.24)	0.90	(0.30)
Parent is Black	0.02	(0.15)	0.02	(0.15)	0.02	(0.14)	0.02	(0.15)
Parent is Asian	0.03	(0.17)	0.04	(0.20)	0.02	(0.14)	0.01	(0.11)
Parent is Hispanic	0.02	(0.14)	0.02	(0.14)	0.01	(0.12)	0.03	(0.17)
Parent is Male	0.27	(0.44)	0.21	(0.41)	0.31	(0.47)	0.33	(0.47)
Parent is Female	0.74	(0.44)	0.79	(0.41)	0.69	(0.46)	0.67	(0.47)
Strongly disagree [-2] to Strongly agree [2]								
SRO helps keep students from being bullied.	0.41	(1.11)	0.53	(1.05)	0.47	(1.17)	0.30	(1.12)
SRO helps keep weapons out of school.	1.00	(0.99)	0.97	(1.01)	1.18	(0.95)	0.94	(0.97)
SRO helps keep students from fighting.	0.87	(0.96)	0.82	(0.99)	0.97	(0.92)	0.88	(0.94)
SRO helps keep students from bringing drugs/alcohol to school.	0.67	(1.12)	0.85	(1.00)	0.71	(1.05)	0.48	(1.24)
SRO presence makes students feel safer.	1.22	(0.89)	1.38	(0.84)	1.25	(0.83)	1.02	(0.92)
The SRO makes me feel safer.	1.17	(1.00)	1.24	(1.00)	1.29	(0.94)	1.08	(0.98)
At my school, one of the main jobs of the SRO is to investigate criminal activity in the school.	1.13	(0.97)	1.06	(0.99)	1.09	(0.94)	1.28	(0.91)
At my school, one of the main jobs of the SRO is to help carry out school searches (locker, etc.)	1.08	(0.97)	1.03	(0.96)	1.08	(1.04)	1.21	(0.90)
At my school, one of the main jobs of the SRO is to make arrests when students break the law.	0.81	(1.10)	0.61	(1.11)	0.89	(1.16)	0.98	(0.99)
At my school, one of the main jobs of the SRO is to enforce the law.	0.81	(1.07)	0.68	(1.09)	0.99	(1.03)	0.84	(1.06)
I often see the SRO in public areas of our school.	1.10	(1.10)	1.30	(1.02)	1.12	(0.96)	0.84	(1.21)
My child feels comfortable talking to the SRO.	1.05	(1.08)	1.28	(0.97)	1.04	(1.00)	0.80	(1.16)
Students feel comfortable reporting dangerous or suspicious activity to the SRO.	0.78	(1.07)	0.97	(0.96)	0.75	(1.03)	0.60	(1.14)
The main job of the SRO is to enforce school rules.	0.29	(1.14)	0.28	(1.11)	0.30	(1.08)	0.25	(1.18)
The main job of the SRO is to teach about safety.	0.61	(1.03)	0.72	(0.98)	0.50	(1.04)	0.49	(1.04)
The SRO treats all students equally, no matter who they are.	1.26	(0.97)	1.33	(0.90)	1.26	(0.97)	1.19	(1.06)
The SRO plays a major role in deciding punishments when students break minor school rules (for example, dress code violations, tardiness, disrespect).	-0.87	(1.03)	-0.87	(1.06)	-0.98	(0.82)	-0.88	(1.08)
Students have respect for the SRO.	1.26	(0.80)	1.41	(0.75)	1.28	(0.75)	1.07	(0.82)
The SRO treats students with respect.	1.38	(0.75)	1.47	(0.74)	1.45	(0.65)	1.26	(0.75)
The SRO cares about students in the school.	1.41	(0.75)	1.47	(0.74)	1.50	(0.61)	1.31	(0.78)
The SRO is someone students can talk to.	1.23	(0.84)	1.34	(0.79)	1.24	(0.78)	1.09	(0.88)
Participate in security enforcement and patrol (1=yes)	0.98	(0.12)	0.99	(0.09)	0.98	(0.13)	0.98	(0.12)
Participate in maintaining school discipline (1=yes)	0.88	(0.33)	0.84	(0.36)	0.85	(0.36)	0.91	(0.29)
Participate in coordinating with local police and emergency teams (1=yes)	0.99	(0.10)	0.99	(0.09)	0.99	(0.10)	0.99	(0.10)
Participate in identifying problems in school and seeking solutions (1=yes)	0.95	(0.22)	0.94	(0.24)	0.95	(0.22)	0.95	(0.21)
Participate in training parents and staff in school safety or crime prevention (1=yes)	0.89	(0.31)	0.88	(0.32)	0.95	(0.22)	0.89	(0.32)
Participate in mentoring students (1=yes)	0.89	(0.31)	0.89	(0.31)	0.88	(0.32)	0.87	(0.34)

Participate in Teaching a law related course or training students (1=yes)	0.58	(0.49)	0.50	(0.50)	0.75	(0.44)	0.57	(0.50)
How often child interacts with SRO (Never [0] to Daily [4])	2.24	(1.49)	2.85	(1.26)	1.91	(1.50)	1.57	(1.45)
Overall sample size	982		400		143		326	

Table 6. Student survey variable descriptive statistics by school level and student race

	Full Sample		Elementary		Middle		High		White		Non-White	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	0.53	(0.50)	1.00	(0.00)	0.00	(0.00)	0.00	(0.00)	0.53	(0.50)	0.56	(0.50)
Middle	0.26	(0.44)	0.00	(0.00)	1.00	(0.00)	0.00	(0.00)	0.27	(0.44)	0.23	(0.42)
High	0.21	(0.41)	0.00	(0.00)	0.00	(0.00)	1.00	(0.00)	0.20	(0.40)	0.22	(0.41)
Student is White	0.79	(0.40)	0.79	(0.41)	0.82	(0.39)	0.79	(0.41)	1.00	(0.00)	0.00	(0.00)
Student is Black	0.05	(0.21)	0.03	(0.18)	0.04	(0.19)	0.09	(0.29)	0.00	(0.00)	0.23	(0.42)
Student is Asian	0.07	(0.25)	0.08	(0.28)	0.08	(0.26)	0.02	(0.12)	0.00	(0.00)	0.33	(0.47)
Student is Hispanic	0.04	(0.19)	0.03	(0.18)	0.04	(0.19)	0.05	(0.22)	0.00	(0.00)	0.19	(0.39)
Student race is other	0.03	(0.17)	0.04	(0.20)	0.02	(0.13)	0.02	(0.14)	0.00	(0.00)	0.15	(0.36)
Student race is 2 or more races	0.02	(0.14)	0.02	(0.14)	0.01	(0.11)	0.03	(0.17)	0.00	(0.00)	0.10	(0.30)
Student is male	0.43	(0.50)	0.43	(0.50)	0.42	(0.49)	0.47	(0.50)	0.45	(0.50)	0.38	(0.49)
Strongly Disagree (-2) to Strongly Agree (2)												
I feel safe at this school.	1.25	(0.76)	1.39	(0.72)	1.14	(0.76)	1.02	(0.78)	1.26	(0.75)	1.21	(0.81)
The SRO helps keep students from being bullied.	0.48	(0.92)	0.56	(0.91)	0.42	(0.90)	0.36	(0.96)	0.47	(0.90)	0.48	(0.98)
The SRO helps keep weapons out of the school.	1.35	(0.77)	1.49	(0.71)	1.35	(0.73)	1.01	(0.86)	1.35	(0.78)	1.34	(0.76)
The SRO helps keep students from fighting.	0.62	(0.94)	0.69	(0.95)	0.59	(0.86)	0.47	(0.97)	0.61	(0.94)	0.61	(0.89)
The SRO helps keep students from bringing drugs/alcohol to school.	1.23	(1.03)	1.60	(0.76)	1.12	(1.00)	0.44	(1.17)	1.23	(1.03)	1.23	(1.01)
The SRO makes me feel safer.	1.07	(0.90)	1.24	(0.83)	1.09	(0.82)	0.63	(1.01)	1.09	(0.89)	1.00	(0.94)
I often see the SRO in public areas of our school.	0.95	(1.04)	1.01	(0.99)	0.83	(1.11)	0.91	(1.03)	0.98	(1.03)	0.80	(1.06)
I feel comfortable talking to the SRO.	0.85	(0.99)	0.91	(1.01)	0.86	(0.90)	0.70	(1.06)	0.85	(1.00)	0.88	(0.97)
I feel comfortable reporting dangerous or suspicious activity to the SRO.	1.03	(0.93)	1.11	(0.92)	1.04	(0.91)	0.82	(0.96)	1.03	(0.92)	1.06	(0.93)
The SRO treats all students equally, no matter who they are.	1.40	(0.84)	1.57	(0.72)	1.47	(0.70)	0.84	(1.04)	1.39	(0.85)	1.39	(0.83)
Students have respect for the SRO.	1.08	(0.87)	1.27	(0.77)	0.97	(0.86)	0.71	(0.98)	1.06	(0.85)	1.11	(0.94)
The SRO treats students with respect.	1.43	(0.73)	1.53	(0.68)	1.50	(0.64)	1.07	(0.85)	1.42	(0.74)	1.44	(0.73)
The SRO cares about students in the school.	1.48	(0.70)	1.61	(0.62)	1.53	(0.61)	1.12	(0.86)	1.48	(0.71)	1.51	(0.68)
The SRO is someone students can talk to.	1.05	(0.84)	1.12	(0.84)	1.08	(0.78)	0.83	(0.89)	1.04	(0.83)	1.09	(0.88)
The SRO is someone I trust.	1.23	(0.87)	1.41	(0.79)	1.25	(0.78)	0.75	(0.99)	1.25	(0.84)	1.13	(0.99)
I would tell the SRO if I knew that another student had committed a crime.	1.27	(0.91)	1.58	(0.70)	1.20	(0.88)	0.58	(1.02)	1.27	(0.91)	1.28	(0.91)
I should do what the SRO tells me to do.	1.47	(0.75)	1.56	(0.70)	1.53	(0.68)	1.16	(0.85)	1.52	(0.72)	1.27	(0.82)
Strongly Disagree (0) to Strongly Agree (3)												
Everyone knows what the school rules are.	2.02	(0.69)	2.13	(0.67)	1.91	(0.69)	1.88	(0.69)	2.02	(0.68)	2.02	(0.70)
The school rules are fair.	2.16	(0.71)	2.36	(0.67)	2.02	(0.67)	1.82	(0.69)	2.17	(0.70)	2.14	(0.76)
The punishment for breaking school rules is the same no matter who you are.	2.19	(0.84)	2.30	(0.80)	2.21	(0.80)	1.88	(0.89)	2.20	(0.81)	2.18	(0.91)
The school rules are strictly enforced.	2.03	(0.72)	2.11	(0.72)	2.00	(0.72)	1.89	(0.69)	2.03	(0.72)	2.06	(0.68)
If a school rule is broken, students know what kind of punishment will follow.	1.93	(0.78)	1.98	(0.81)	1.92	(0.78)	1.84	(0.70)	1.95	(0.78)	1.89	(0.78)

Teachers treat students with respect.	2.31	(0.68)	2.56	(0.57)	2.12	(0.69)	1.86	(0.66)	2.30	(0.69)	2.33	(0.67)
Teachers care about students.	2.46	(0.62)	2.69	(0.52)	2.31	(0.60)	2.04	(0.61)	2.48	(0.62)	2.38	(0.62)
There is an adult at school who really cares about me.	2.42	(0.68)	2.55	(0.63)	2.31	(0.71)	2.23	(0.70)	2.43	(0.69)	2.38	(0.65)
There is an adult at school who notices when I am not there.	2.26	(0.70)	2.39	(0.64)	2.17	(0.69)	2.05	(0.78)	2.26	(0.71)	2.26	(0.66)
There is an adult at school who listens to me when I have something to say.	2.40	(0.63)	2.53	(0.56)	2.27	(0.66)	2.23	(0.67)	2.38	(0.62)	2.46	(0.65)
There is an adult at school who tells me when I do a good job.	2.39	(0.69)	2.54	(0.62)	2.27	(0.68)	2.15	(0.76)	2.38	(0.68)	2.39	(0.70)
There is an adult at school who always wants me to do my best.	2.66	(0.54)	2.81	(0.42)	2.56	(0.55)	2.40	(0.65)	2.67	(0.53)	2.63	(0.58)
There is an adult at school who believes that I will be a success.	2.49	(0.62)	2.61	(0.55)	2.37	(0.64)	2.32	(0.70)	2.49	(0.62)	2.49	(0.64)
At school, I have a friend I can talk to, who cares about my feelings and what happens to me.	2.60	(0.65)	2.62	(0.67)	2.60	(0.61)	2.56	(0.66)	2.61	(0.65)	2.56	(0.67)
Never (0) to Most of the time (3)											
How often are you afraid that someone will attack or harm you in the school building or on school property?	0.79	(0.83)	0.85	(0.84)	0.74	(0.80)	0.69	(0.82)	0.79	(0.82)	0.81	(0.86)
How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?	0.58	(0.83)	0.68	(0.87)	0.56	(0.83)	0.34	(0.63)	0.56	(0.82)	0.62	(0.85)
Besides the times you are at school or going to or from school, how often are you afraid that someone will attack or harm you?	0.80	(0.84)	0.89	(0.89)	0.74	(0.80)	0.65	(0.75)	0.79	(0.83)	0.83	(0.88)
How often do you interact with the SRO? (Never [0] to Daily [4])	1.28	(1.34)	1.52	(1.32)	1.01	(1.23)	0.97	(1.37)	1.26	(1.30)	1.32	(1.45)
How often have you received a consequence from a teacher, principal, or other adult for misbehavior at school during this school year? (None [0] to More than ten times [4])	0.73	(0.97)	0.96	(1.03)	0.61	(0.91)	0.27	(0.67)	0.74	(0.99)	0.68	(0.92)
Overall Sample Size	938		501		241		196		732		189	

Appendix A: Interview and Focus Group Protocols

SRO Interview Questions

<u>Introduction Questions</u>
- Are you the only SRO that works in this school? How long have you been at this school? What did you do before? How long has the school had an SRO?
- What purpose do you serve in the school?

<u>SROs' Roles and Activities</u>

- What is a typical day in your shoes look like? In other words, can you walk me through a typical day from before school starts until the day ends?
- Can you describe how you interact with students on a daily basis?
    - Can you tell a story about a recent interaction between you and a student that was particularly meaningful to you?
    - What about how you interact with students who are having behavioral problems?
- Many schools have SROs that are involved in education—to what extent are you involved in education?
    - Probe: Impact of this on student behavior and sense of connectedness or belonging?
- Many schools have SROs that are involved in informal counseling of students—to what extent are you involved in informal counseling of students?
    - Probe: Impact of this on student behavior and sense of connectedness or belonging?
- Many schools have SROs that are involved in law enforcement—to what extent are you involved in law enforcement?
    - Probe: Impact of this on student behavior and sense of connectedness or belonging?
- Have you ever had to use force in your role as an SRO? Please explain.
        - What role do teachers or school administrators play in the decision to use force?
    - Have you ever had to arrest students? If so, why?
        - What role do teachers or school administrators play in the decision to arrest?
- Do you feel that you interact differently with different groups of students?
    - Probe: Boys/girls, grade levels, race?
- What is your perspective on what the ideal roles of an SRO should be in <DISTRICT>?
    - To what extent do does your role conform to these ideal roles?
    - How is the official job description of the SROs defined?
        - Who has access to that information?

■ How closely is that followed?

Impacts of SROs

- From your perspective, what impacts have you had on the school?
- What impacts have you had on the security strategies used by the school/district?
    o More security or making other structural changes to the school?
    o Changes to the code of conduct?
    o Have you influenced any changes in the responsibilities of other school personnel? For example, have you invited any teachers or staff to work with you on safety-related issues?
    o New emergency management plans?

People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- What are the benefits and drawbacks about your presence in this school/district?
    ○ Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.

Understanding the school context

- What is your school like? How do you describe the school?
- Do you believe your school is safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in this school in particular?
    ○ Any threats within the school?
    ○ Any threats from outside the school?
- How big of a priority is maintaining school safety?
- How do you work to maintain safety in the school/district?
- What are the biggest obstacles to maintaining a safe school environment?
- Are there unique aspects of being a suburban school district that affect your approach to school safety?

Now, I want to talk a bit about one tool that many schools utilize as part of their efforts for maintaining safe schools. Specifically, I would like to ask you a few questions about school discipline in your school.

- How do you take part in the school discipline system?
    o What sorts of behaviors do you deal with most frequently?
        ■ How do you address illegal behaviors in the school?
        ■ How do you address violations of school rules that are not illegal?
    o How is your involvement with school discipline documented, if at all?
- How would you describe the school's system of discipline?

- o Probe for zero tolerance approaches, restorative approaches, and/or approaches that address social/emotional skills.
- How does the system of school discipline relate to your efforts to maintain school safety?
- As you may know, inequitable school discipline by race has gathered a fair amount of attention in the media recently. How do you work to ensure school discipline is utilized in an equitable manner?
  - o Do you feel that the district is successful in this regard? Why or why not?

SRO Implementation (These should only be asked of SROs that have been in the district 5+ years)

Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- How many different people have filled the SRO position(s) in this school since they were created?
- Why were SROs placed in the district originally? [for folks who have been there a long time]
- What were the problems that led to expanding SROs into elementary schools?
  - ○ What impact did Sandy Hook have?
  - ○ Were there issues within <DISTRICT> specifically that led to this?

Closing Questions:
- What do you see as the overall strengths of this school with regard to safety, discipline, and SRO use?
- What would you most like to see done differently?

School Administrator Interview

Understanding the school context

- Do you believe your school is safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in this school in particular?
  - Probe: Any threats within/outside the school?
- What do you think school safety is important for? How big of a priority is maintaining school safety? How would you say it compares to your competing priorities (academic achievement, faculty management, and so forth)?
- How do you work to maintain safety in the school?
  - Are there particular policies the board has in place (zero tolerance policies, etcetera)? Particular safety initiatives or programs?
- What are the biggest obstacles to maintaining a safe school environment?
  - Implementation issues at the school level?
  - Parent pressure?
- Are there unique aspects of being a suburban school district that affect your approach to school safety?

Now, I want to talk a bit about one tool that many schools utilize as part of their efforts for maintaining safe schools. Specifically, I would like to ask you a few questions about school discipline in the district.

- Can you, from your perspective, talk a bit about your school's use of discipline?

Probe for zero tolerance approaches, restorative approaches, and/or approaches that address social/emotional skills.

- What role does the school board have in setting disciplinary policy for district schools?
  - To what extent are school administration and teachers given discretion over discipline, and how is this discretion exercised?
  - To what extent does state or federal law influence district decisions over discipline?
- How does your system of school discipline relate to your efforts to maintain school safety?
  - Does discipline in your school serve purposes other than maintaining a safe environment? If so, what purposes and how?
- As you may know, inequitable school discipline by race has gathered a fair amount of attention in the media recently. How does your school work to ensure school discipline is utilized in an equitable manner?
  - Do you feel that your school is successful in this regard? Why or why not?

SRO Implementation

Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- How many SROs are currently in your school?
- How long has the school had at least one SRO?
- How many different people have filled the SRO position(s) in this school since they were created?
- How long has the current SRO been in place?
- Why were SROs placed in the district originally? [for folks who have been there a long time]
- Why are SROs in your school?
- **Were you a principal when SROs were expanded to all schools, in <YEAR>?**
- **If YES, proceed to following questions. If NO, move to SRO Role's and Activities section**

    - What were the problems that led to expanding SROs?
    - What impact did Sandy Hook have?
    - Were there issues within <DISTRICT> specifically that led to this?
- Why were SROs the response to this problem rather than another strategy or approach?
    - Because they were already in other schools?
    - Were there certain people or groups who were pushing for SROs?
        - If so, what do you think their motivations were?
        - Who were the leaders in making it happen?
        - If not, to what extent was there a consensus that SROs should be expanded into elementary schools?
    - Were there other changes at the school or district level that occurred alongside the implementation of SROs?
- Can you describe the process by which these changes came about?
    - Probes:
    - Who initiated the idea of expanding SROs?
    - Who else was given the opportunity to voice their opinions on the matter?
    - Where did the funding for SROs come from?
    - Where did the SROs come from?
    - To what extent did existing research evidence inform the decision?
    - What other ideas were considered instead of or in addition to SROs?
    - During this initial implementation process, what were the perceived benefits of having SROs in all the schools?
    - How did this go from the idea stage to actually having SROs in schools?
- What was your initial response to finding out that SROs would be implemented districtwide?
    - Probes:
    - What were those first few months like?
    - How do you feel about the decision now?

SROs' Roles and Activities

- In what capacity do you interface with the SRO in the school?
    - Does the SRO meet with the principal on a regular basis?
        - What is discussed in those meetings?

- - Does the SRO contribute to making changes to school policies or discipline processes?
      - Please explain.
    - Does the SRO advise school leadership on school security or safety strategies?
      - In what ways?
- What is your perspective on what the ideal roles of an SRO should be in <DISTRICT>?
    - To what extent do the SROs in your school/district conform to these ideal roles?
    - How is the official job description of the SROs defined?
      - Who has access to that information?
      - How closely is that followed?
- Can you describe how the SRO interacts with students?
    - Can you tell a story about a recent interaction you saw between the SRO and students that was particularly meaningful to you?
    - Probe for SRO involvement in education, in informal counseling, and in law enforcement activities. Probe for impacts of these interactions on behavior and sense of belonging.
    - When do SROs rely on the use of force?
      - What role do teachers or school administrators play in the decision to use force?
    - When do SROs arrest students?
      - What role do teachers or school administrators play in the decision to arrest?
- How do SROs take part in the school discipline system?
    - What sorts of behaviors do SROs deal with most frequently?
      - How do SROs address illegal behaviors in the school?
      - How do SROs address violations of school rules that are not illegal?
    - How is their involvement with school discipline documented, if at all?
    - What role do teachers or school administrators play in the involvement of SROs in school discipline?
- Do SROs interact differently with different students?
    - Probe: boys and girls, students of different race, grade level

Impacts of SROs

- What impacts have SROs had on the security strategies used by the school/district?
    - Probes:
    - Did you start adding more security or making other structural changes to the school?
    - Did the code of conduct change?
    - Different responsibilities for other school personnel?
    - New emergency management plans?

People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- What are the benefits and drawbacks for you personally about having an SRO in this school/district?
    - Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.
- Are you aware of the presence of any weapons in the school?
    - Probe: What about the SRO?
    - Probe: To what extent does the presence of the loaded weapon that SROs carry make you feel more or less safe in school?

- What do you see as the overall strengths of your school with regard to safety, discipline, and SRO use?
- What would you most like to see done differently?

Teacher Interview

Understanding the school context

- Do you believe your school is safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in this school in particular?
  - Probe: Any threats within the school?
  - Probe: Any threats from outside the school?
- How big of a priority is maintaining school safety? What do you think school safety is important for?
- How do you work to maintain safety in the school?
- What are the biggest obstacles to maintaining a safe school environment?
- Are there unique aspects of being a suburban school district that affect your approach to school safety?

Now, I want to talk a bit about one tool that many schools utilize as part of their efforts for maintaining safe schools. Specifically, I would like to ask you a few questions about school discipline in the county.

- Can you, from your perspective, talk a bit about your school's use of discipline?
  - Probe for zero tolerance approaches, restorative approaches, and/or approaches that address social/emotional skills.

- What role do you have in setting disciplinary policy for your school?
  - To what extent are you given discretion over discipline, and how is this discretion exercised?
  - To what extent does the principal, school board, state or federal law influence decisions over discipline?
- How does your system of school discipline relate to your efforts to maintain school safety?
  - Does discipline in your school serve purposes other than maintaining a safe environment? If so, what purposes and how?
- As you may know, inequitable school discipline by race has gathered a fair amount of attention in the media recently. How do you work to ensure school discipline is utilized in an equitable manner?
  - Do you feel that your school is successful in this regard? Why or why not?

SRO Implementation

Another strategy around school safety that <DISTRICT> uses is having school resource officers, or SROs, in the schools. Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- What is your impression of why the school district decided to have SROs in your school?

- What are your thoughts about having an SRO here?

<u>SROs' Roles and Activities</u>

- In what capacity do you interface with the SRO in the school?
- Can you describe how the SRO interacts with students?
  - Can you tell a story about a recent interaction you saw between the SRO and students that was particularly meaningful to you?
  - Probe for SRO involvement in education, in informal counseling, and in law enforcement activities. Probe for impacts of these interactions on behavior and sense of belonging.
  - When do SROs rely on the use of force?
    - What role do teachers or school administrators play in the decision to use force?
  - When do SROs arrest students?
    - What role do teachers or school administrators play in the decision to arrest?
- How do SROs take part in the school discipline system?
  - What sorts of behaviors do SROs deal with most frequently?
    - How do SROs address illegal behaviors in the school?
    - How do SROs address violations of school rules that are not illegal?
  - What role do teachers play in the involvement of SROs in school discipline?
- Do SROs interact differently with different students?
  - Probe: boys and girls, students of different race, grade level
- What is your perspective on what the ideal roles of an SRO should be in <DISTRICT>?
  - To what extent do the SROs in your school/district conform to these ideal roles?

<u>Impacts of SROs</u>

People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- What are the benefits and drawbacks for you personally about having an SRO in this school/district?
  - Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.
- Are you aware of the presence of any weapons in the school?
  - What about the SRO?
  - To what extent does the presence of the loaded weapon that SROs carry make you feel more or less safe in school?

- What do you see as the overall strengths of your child's school with regard to safety, discipline, and SRO use?

- What would you most like to see done differently?

Parent Focus Group

Understanding the school context

- Do you believe your school is safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in this school in particular?
  - Probe: Any threats within the school?
  - Probe: Any threats from outside the school?
- How big of a priority is maintaining school safety? What do you think school safety is important for?
- Are there unique aspects of being a suburban school district that affect your feelings about school safety?

Now, I would like to ask you a few questions about school discipline in the school.

- Can you, from your perspective, talk a bit about your child's school's use of discipline?
  - Probe for zero tolerance approaches, restorative approaches, and/or approaches that address social/emotional skills.
- What role do you have as a parent in influencing school discipline policy?
- How does the school's discipline system relate to efforts to maintain school safety?
  - Does discipline in your child's school serve purposes other than maintaining a safe environment? If so, what purposes and how?
- As you may know, inequitable school discipline by race has gathered a fair amount of attention in the media recently. In your view, does the school work to ensure school discipline is utilized in an equitable manner?
  - Do you feel that your school is successful in this regard? Why or why not?

SRO Implementation
Another strategy around school safety that <DISTRICT> uses is having school resource officers, or SROs, in the schools. Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- Do you know that there is an SRO in your child's school?
- What is your impression of why the school district decided to have SROs in your child's school?
- What are your thoughts about having an SRO there?

SROs' Roles and Activities
- In what capacity do you interface with the SRO in the school?
- Can you describe how the SRO interacts with students?
  - Can you tell a story about a recent interaction you know about between the SRO and students that was particularly meaningful?
  - Probe for SRO involvement in education, in informal counseling, and in law enforcement activities. Probe for impacts of these interactions on behavior and sense of belonging.

- What is your understanding of how SROs take part in the school discipline system?
- Do SROs interact differently with different students?
    - Probe: boys and girls, students of different race, grade level
- What is your perspective on what the ideal roles of an SRO should be in <COUNTY>?
    - To what extent do the SROs in your child's school conform to these ideal roles?

<u>Impacts of SROs</u>
People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- What are the benefits and drawbacks of having an SRO in this school/district?
    - Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.
- Are you aware of the presence of any weapons in the school?
    - What about the SRO?
    - To what extent does the presence of the loaded weapon that SROs carry make affect your feelings of the safety of the school?

- What do you see as the overall strengths of your child's school with regard to safety, discipline, and SRO use?
- What would you most like to see done differently?

Student Focus Group

Understanding the school context

- What does it mean to be safe at school?
    - Probe: When you think of being safe at school, do you think of your body being safe or your feelings being safe?
- Do you believe your school is safe? Why or why not? Examples?
- Are there things that make you not feel safe at school? What are they?
    - Probe: Inside/outside school
- Can you describe the rules in your school?
- Do your classroom rules differ from school rules?
- When you break a rule, what happens?
- Does your teacher use any prizes or good things to help students behave well?
- Who typically deals with students who break rules?
- Why do you think your school has rules and punishments?

SRO Implementation

One strategy around school safety that <DISTRICT> uses is having school resource officers, or SROs, in the schools. Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- How many SROs are currently in your school?
- Why are SROs in your school?

SROs' Roles and Activities

- When do you talk to or interact with the SRO in your school?
- What do you think are the most important things SROs do?
    - Does your SRO do these things?
- Can you describe how the SRO interacts with students?
    - Can you share a story about when you have interacted with the SRO?
    - Can you tell a story about when you saw another student interact with the SRO?
- Does your SRO help with teaching?
    - What impact do you think this has on students?
        - Probe about connectedness/belonging
- Some SROs talk to students about things other than teaching and learning. How often do you talk to the SRO about things other than school work?
    - What impact do you think this has on students?
        - Probe about connectedness/belonging
- Many schools have SROs that act like police officers—how much is the SRO in your school like a police officer?
    - What impact do you think this has on students?
        - Probe about connectedness/belonging

- ○ Have you ever seen the SRO arrest students? Tell me about that.
- Is the SROs ever involved with getting students in trouble?
  - ○ What sorts of things do students do when the SRO steps in?
- Does the SRO interact differently with boys and girls?
- Does the SRO interact differently with students of different races?

Impacts of SROs

People have suggested that there may be good and bad things about having SROs in schools.

- What are the good parts and no so good parts about having an SRO in this school/district?
  - ○ Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.
- Do you know of any weapons in the school?
  - ○ Probe: What about the SRO?
  - ○ Probe: Does the SRO having a gun make you feel more or less safe in school?

- What are the best parts about your school in terms of SROs, safety, and discipline?
- What would you most like to see done differently?

School District Leadership Interview

Understanding the school context
- Do you believe the district is safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in this district in particular?
    - Probe: Any threats within the schools?
    - Probe: Any threats from outside the schools?
- How big of a priority is maintaining school safety? How would you say it compares to your competing priorities (academic achievement, management, and so forth)?
- How do you work to maintain safety in the district?
    - Probe: Are there particular policies the board has in place (zero tolerance policies, etcetera)? Particular safety initiatives or programs?
- What are the biggest obstacles to maintaining a safe school environment?
    - Probe: Implementation issues at the school level?
    - Probe: Parent pressure?
    - Probe: Threats from outside the school?
- Are there unique aspects of being a suburban school district that affect your approach to school safety?

Now, I want to talk a bit about one tool that many schools utilize as part of their efforts for maintaining safe schools. Specifically, I would like to ask you a few questions about school discipline in the district.

- How does the district use zero-tolerance approaches in response to harmful behaviors?
- How does the district use restorative approaches in response to harmful behaviors?
- How does the district use approaches to behavior management that address social and emotional skills?
- What role does the school board have in setting disciplinary policy for district schools?
    - Probe: To what extent are school administration and teachers given discretion over discipline, and how is this discretion exercised?
    - Probe: To what extent does state or federal law influence district decisions over discipline?
- How does your system of school discipline relate to your efforts to maintain school safety?
    - Probe: Does discipline in the district serve purposes other than maintaining a safe environment? If so, what purposes and how?
- As you may know, inequitable school discipline by race has gathered a fair amount of attention in the media recently. How does the school board work to ensure school discipline is utilized in an equitable manner?
    - Probe: Do you feel that the district is successful in this regard? Why or why not?

SRO Implementation

Another strategy around school safety that <DISTRICT> uses is having school resource officers, or SROs, in the schools. Next, I would like to ask you some questions about why and how SROs have been implemented and used in the district.

- Why were SROs placed in the district originally? [for folks who have been there a long time]
- If in <DISTRICT>, ask the following. If not move to the section on impacts of SROs.
- What were the problems that led to expanding SROs?
  - Probes:
  - What impact did Sandy Hook have?
  - Were there issues within <DISTRICT> specifically that led to this?
- Why were SROs the response to this problem rather than another strategy or approach?
  - Because they were already in other schools?
  - Were there certain people or groups who were pushing for SROs?
    - Probes:
    - If so, what do you think their motivations were?
    - Who were the leaders in making it happen?
    - If not, to what extent was there a consensus that SROs should be expanded into elementary schools?
  - Were there other changes at the school or district level that occurred alongside the implementation of SROs?
- Can you describe the process by which these changes came about?
  - Probes:
  - Who initiated the idea of expanding SROs?
  - Who else was given the opportunity to voice their opinions on the matter?
  - Where did the funding for SROs come from?
  - Where did the SROs come from?
  - To what extent did existing research evidence inform the decision?
  - What other ideas were considered instead of or in addition to SROs?
  - During this initial implementation process, what were the perceived benefits of having SROs in all the schools?
  - How did this go from the idea stage to actually having SROs in schools?
- What was your initial response to finding out that SROs would be implemented districtwide?
  - Probe: What were those first few months like?
  - Probe: How do you feel about the decision now?

Roles, Activities, and Impacts of SROs

People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- In what capacity do you interface with the SROs or the Law Enforcement Agency?
- What is your perspective on what the ideal roles of an SRO should be in <COUNTY>?
  - To what extent do the SROs in your child's school conform to these ideal roles?
- How do SROs take part in school discipline practices?
- What are the district's regulations on when an SRO could use force or arrest a student?

- What are the benefits and drawbacks for you personally about having an SRO in this school/district?
  - Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.

Law Enforcement Leader Interview

Understanding the school context

- Do you believe schools in <DISTRICT> are safe? Why or why not? Examples?
- What do you perceive as the biggest threats to school safety in the schools your officers work in?
  - Probes:
  - Any threats within the school?
  - Any threats from outside the school?
- How big of a priority is maintaining school safety? What do you think school safety is important for?
- How do you work to maintain safety in the districts?
- What are the biggest obstacles to maintaining a safe school environment?
- Are there unique aspects of being in a suburban setting that affect your approach to school safety?

SRO Implementation

Next, I would like to ask you some questions about why and how SROs have been implemented and used in the districts.

- Does your relationship differ with between <DISTRICT> and <DISTRICT>? How so?
- Why were SROs placed in the districts originally? [for folks who have been there a long time]
-
- What were the problems that led to expanding SROs in <DISTRICT>?
  - Probes:
  - What impact did Sandy Hook have?
  - Were there issues within <DISTRICT> specifically that led to this?
- Why were SROs the response to this problem rather than another strategy or approach?
  - Because they were already in other schools?
- Were there certain people or groups who were pushing for SROs?
  - Probes:
  - If so, what do you think their motivations were?
  - Who were the leaders in making it happen?
  - If not, to what extent was there a consensus that SROs should be expanded into elementary schools?
- Can you describe the process by which these changes came about?
  - Probes:
  - Who initiated the idea of expanding SROs?
  - Who else was given the opportunity to voice their opinions on the matter?
  - Where did the funding for SROs come from?
  - Where did the SROs come from?
  - To what extent did existing research evidence inform the decision?
  - What other ideas were considered instead of or in addition to SROs?

- - During this initial implementation process, what were the perceived benefits of having SROs in all the schools?
    - How did this go from the idea stage to actually having SROs in schools?
- What was your initial response to finding out that SROs would be implemented districtwide?
    - Probes:
    - What were those first few months like?
    - How do you feel about the decision now?

SROs' Roles and Activities

- In what capacity do you interface with the SROs in the district?
- What is your perspective on what the ideal roles of an SRO should be in <DISTRICT>?
    - To what extent do the SROs in your school/district conform to these ideal roles?
    - How is the official job description of the SROs defined?
        - Who has access to that information?
- How closely is that followed? How do SROs take part in school discipline practices?
- What are the regulations on when an SRO could use force or arrest a student?

Impacts of SROs

- What impacts have SROs had on the security strategies used by the school/district?
    - Probes:
    - Did you start adding more security or making other structural changes to the school?
    - Did the code of conduct change?
    - Different responsibilities for other school personnel?
    - New emergency management plans?

People have suggested that there may be possible benefits and drawbacks about having SROs in schools. I would like your opinion on the benefits and drawbacks of having SROs across several different processes.

- What are the benefits and drawbacks for you personally about having an SRO in these school districts?
    - Probe on student behavior, feeling safe in school, teaching and learning, school discipline, sense of connectedness to school community, sense of freedom and autonomy.

- What do you see as the overall strengths of the district schools with regard to safety, discipline, and SRO use?
- What would you most like to see done differently?

Appendix B
Coding Themes

Relationships

Theme	*Description*
Admin-SRO relationships	Description of relationship between school administration and SRO/sheriff's department
Teacher-SRO relationships	Description of relationship between teachers and SRO/sheriff's department
Student-SRO relationships	Description of relationship between students and SRO/sheriff's department
SROs and parents	Description of SROs' interactions with and perceptions of students' parents
SRO - community police interactions	Description of how SROs interact with police outside of schools, or how other officers interact with SROs
CO supervision	Description of police (not school admins) supervision of and instructions for SROs activities
Student-teacher relationships	Description of relationship between teachers and students
Police - public relationships	Description of relationship between police and the public
SRO - Nurse relationship	Description of interactions between the SRO and the school nurse
Students informing SRO of criminal activity	Description of students reporting criminal activity to SROs

Discipline

Theme	*Description*
Misbehavior	Descriptions of misbehavior or rule breaking in the school
Discipline System	Description of the discipline system used in the school
Arrest	Description of SRO using arrest
Positive discipline	Description of the use of positive discipline (e.g., encouraging good behaviors) or the use of PBIS as a program

Perceptions of Safety

Theme	*Description*
External threats	Description of perceived threats from outside of the school

Feelings of safety	Description of feeling safe/unsafe at school
Structural safety concerns	Description of concerns about structural elements of the school (e.g., unlocked doors, faulty equipment, etc.)
Obstacles to safety	Description of obstacles to maintaining a safe school (note that this is different from threats)
Strengths of school's safety approach	Descriptions of school's strengths with regard to safety
Weaknesses/improvements of school's safety approach	Descriptions of school's weaknesses or areas for improvement with regard to safety
Child custody issues	Description of custody issues, parental access to pickup children, restrictions on who can be in contact with children
School shootings	Description of school shootings, mass shootings, or the threat of such an event
Internal threats	Description of perceived threats inside of the school
Safety plans	Description of school safety plans (including past or current practices, recommendations, etc.)
Importance of safety	Description of why school safety is important
School security measures	Description of school security measures (e.g., cameras, drug dogs, locked doors, ID cards, etc.)
Suggested changes	Changes that people would like to see made in order to improve school safety or improve SRO performance
DCS - Child Abuse	Discussion of involvement of child services or child abuse
Drills	Discussion of school safety drills - fire, tornado, intruder, etc.
Security-Safety and Welcoming Environment Tension	Descriptions of the tension between creating a safe and secure environment and creating a welcoming educational environment

SRO Purpose	
Theme	*Description*
Purpose of SRO (self)	Description of purpose of SRO presence in schools
Perceptions of the SRO's purpose	Language surrounding what school admin (teachers etc.) believe the SRO should be doing

SRO Roles and Activities	
Theme	*Description*
SRO Role - Educator/Teaching	Description of SRO teaching or acting as educator
SRO Daily activities	Description of a normal day in SRO life

SRO Role - mere presence	Description of the utility (or nonutility) of the mere presence of an SRO
SRO Role - Informal counselor	Description of SRO acting as an informal counselor
SRO Role - Security cameras	Description of SRO using or talking about security cameras
SRO Role - Law enforcement	Description of SRO acting in a law enforcer role
SRO Role - Disciplinarian	Description of SRO involvement in discipline system
SRO Role - School security	Descriptions of SROs activities related to school security (perimeter checking, guarding front office, security cameras, etc.)
SRO as role model	Discussion of the SRO being a role model for students
SRO Role - Drills	Discussion of SRO's involvement with school drills (e.g., lockdown, fire, etc.)
SRO Role - De-escalation	Discussion of how the SRO de-escalates situations
SRO Role - Ideal role	Description of what the ideal role of an SRO should be
SRO Role - Extracurricular activity	Discussion of the SRO's presence at extracurricular activities

Subgroups/Context

Theme	Description
Equity/Subgroups	Description of how interactions vary based on students', SROs, or others race/ethnicity, gender, SES, etc.
Racialized attitudes/perceptions	Language that suggests racialized attitudes, or different expectations/perceptions of students across race/ethnicity
Grade level specifics	Description of differences in SRO approach across elementary, middle, and secondary schools
Suburban specifics	Descriptions of aspects of being a suburban school that relate to safety or SRO use
Students with disabilities	Description of students with disabilities in the context of school safety issues

SRO Impacts

Theme	Description
SRO Impacts - Student behavior	Description of impacts of SROs on student behavior
SRO Impacts - Feelings of safety	Description of impacts of SROs on feelings of safety
SRO Impacts - Teaching and learning	Description of impacts of SROs on teaching and learning
SRO Impacts - Other	Description of impacts of SROs on other outcomes

SRO Impacts - Potential Drawbacks	Drawbacks of having SROs in schools or elementary schools in particular
Negative feelings about SROs	Discussion of negative issues related to SROs (include perceptions, impacts, cost, images, etc.)
SRO Impacts - Perceptions of police	Discussion of ways SROs impact students/community members' perceptions of police

SRO Training/Implementation

Theme	*Description*
SRO Training/Background	Description of training (before assuming the job or after) police receive to work with children in school
SRO job desirability	Description of whether SROs value being SROs or compare it to status of other police work
SRO implementation	Language about when/why/how SROs were implemented
SRO's personality	Discussion of the specific personality characteristics of an SRO

Other

Theme	*Description*
Identifying Information for Redaction	Any text that could be considered identifying - for example, a unique story about an event at the school or a unique characteristic of an SRO such as a prior job, etc.
Identifying Information for Pseudonyms	Names of individuals, schools, places, etc. that should be replaced with pseudonyms
Public image of SROs	Discussion of how SROs are perceived by the public—either SROs in county or in general