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normative part of adolescent development. In contrast, SROs in schools with the smallest percentages of White students were most concerned about violent and criminal behaviors and attributed these potential threats to the students' poor upbringings, families, and communities, using some language that reflected racial tropes about Black people.

Together, these findings point to the need for both policymakers and practitioners to consider local needs and strategies as they think about issues related to school safety, climate, discipline, and SROs. If one assumes that—in line with the findings from this study as well as prior research—the effect of implementing SROs is likely to differ across different schools, then considering a school's particular needs and assets in conjunction with the decision about whether to implement SROs is likely to be a beneficial approach for maximizing benefits and minimizing drawbacks. It is also possible that some of the benefits of SROs (e.g., improving student-adult relationships) may be accomplished by hiring other professionals such as school social workers that may not bring the same potential drawbacks that SROs might. Of course, SROs have particular training and abilities in law enforcement that other school-based professionals do not, so schools ought to weigh carefully what their needs are.

Schools considering adding SROs are likely to benefit from clearly defining and articulating their needs, being specific about whether and how SROs will or will not address those needs, designing a strategy for SROs' roles and activities that will target the expressed needs and avoiding mission creep, and considering what other solutions besides or in addition to SROs might help the schools achieve their goals. When the needs have been fully addressed, schools then ought to consider whether the strategies they have chosen to use are still needed. Incorporating the voice of multiple stakeholders in these decision-making processes (e.g.,

