

U.S. SCHOOL-BASED LAW ENFORCEMENT – A National Profile

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CONTENTS

Part 1: Overview	1
Introduction	3
Methodology	4
Part 2: Results	6
Position Structure	6
Training	6
Goal Perceptions	7
Daily Activities and Interactions	9
Summary of Findings	12
Part 3: Appendix 1	13
Survey Instrument: United States School-Based Law Enforcement Personnel Survey	13

FIGURES AND TABLES

FIGURE 1. SBLE Personnel – Respondent Demographic Characteristics	5
FIGURE 2. SBLE Personnel – Respondent Professional Experience	5
FIGURE 3. SBLE Personnel – Respondent Training	7
FIGURE 4. SBLE Personnel – Respondent Perceptions of Goal	8
FIGURE 5. Respondent Response to Regularity of Activities Performance	10
FIGURE 6. Respondent Response to Frequency of Incidents Encounters	11
FIGURE 7. Respondent Response to Weapons Possession or Use	11

OVERVIEW

INTRODUCTION

This report provides a national overview of the demographics, responsibilities, and experiences of school-based law enforcement (SBLE) personnel, many of whom serve as school resource officers. These individuals work on the front lines of spaces where education intersects with law enforcement, two of the most common sectors of government employment. Taking stock of SBLEOs' goals, perceptions, and activities can provide vital information regarding the strengths and weaknesses of current approaches to ensuring school and student safety and providing interactions between law enforcement officers and youth in public schools.

The principal investigator of this research endeavor, Amanda Rutherford, is an associate professor in the Paul H. O'Neill School of Public and Environmental Affairs at Indiana University-Bloomington. Many undergraduate and graduate students at the university also invested significant effort in designing, collecting, and analyzing the survey questions and responses used in this report. This includes co-authors Nya Anthony and Lillian Rogers as well as Tyler Myles, Shaun Khurana, and Megan Darnley.

The presence of security officers in general and school resources officers specifically in schools accelerated following school shootings—notably the killing of 13 students at Columbine High School—in the late 1990s. Federal support was key in the expansion of such strategies. Between 1999 and 2005, the Office of Community Oriented Policing Services within the U.S. Department of Justice awarded over \$750 million to schools to hire approximately 6,500 school resource officers. By 2019, this funding totaled nearly \$1 billion.¹

Fifty-two percent of public schools reported having one or more sworn law enforcement officer present at least once per week during the 2022-23 school year.² Additional work by the Bureau of Justice Statistics suggests that approximately 25,000 sworn resource officers are employed by 5,500 law enforcement agencies across the United States.³

The professionalization, training, and visibility of SBLE personnel vary widely across states and often across school districts within individual states. Some districts collaborate with local law enforcement agencies and formalize the expectations and responsibilities of sworn officers who work in schools through Memoranda of Understanding (MOUs). Other districts choose to initiate contracts with private security firms. In some cases, school districts have established internal police departments that report directly to the school board and/or district leadership or selected to hire school or district staff with specialized training in student mental health.

Given the widespread presence of SBLE personnel in public K-12 schools in the U.S. and the lack of a national standard in training requirements and professional responsibilities for these individuals, the purpose of this report is to shed light on how SBLE officials define their priorities, spend their time, and interact with stakeholder groups.

¹ Crosse, S., Gottfredson, D.C., Tang, Z., Bauer, E.L., Greene, A.D., Hagen, C.A., Harmon, M.A. 2022. "Investigator Initiated Research: The Comprehensive School Safety Initiative Study of Police in Schools." U.S. Department of Justice Office of Justice Programs.

² Institute of Education Sciences. "Eighty-two percent of public schools indicate having a written plan to handle a pandemic disease in the 2022-23 school year." National Center for Education Statistics. <https://ies.ed.gov/schoolsurvey/spp/>.

³ Davis, E.J. 2022. "Law enforcement agencies that employ school resource officers, 2019." U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics. <https://bjs.ojp.gov/media/leaesro19.pdf>.

METHODOLOGY

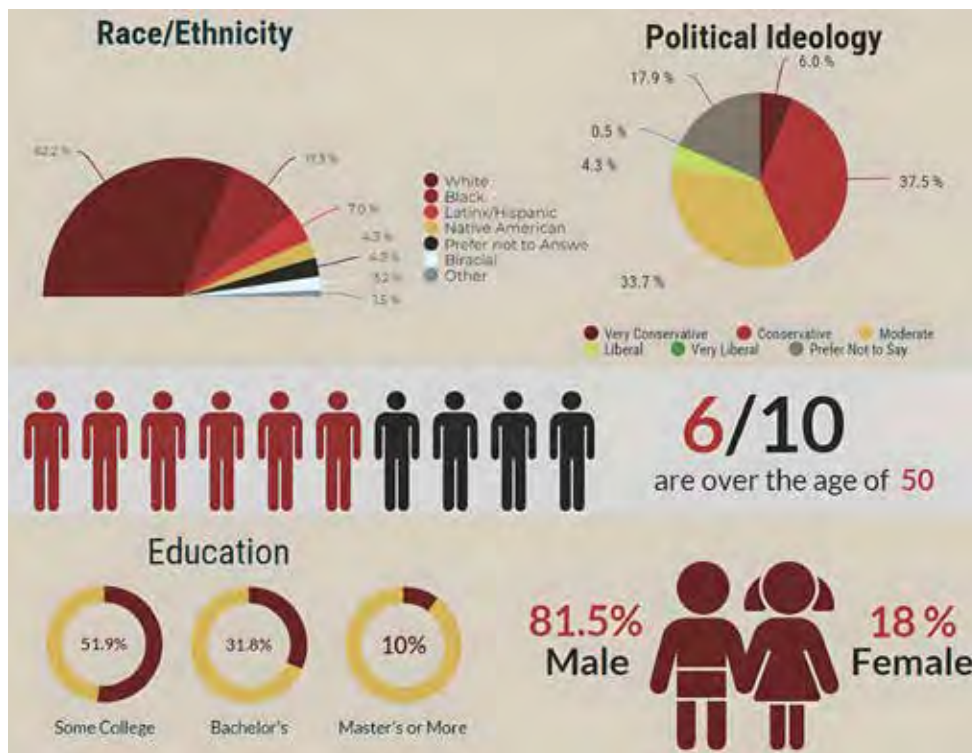
The information reported in this study was collected through an online survey of school-based law enforcement personnel in the United States. Contact information for individuals who may qualify as SBLE personnel was purchased from MCH Data, a private firm that compiles institutional and personnel files from K-12 schools in the U.S. With the data provided by MCH, an online survey consisting of 60 questions was distributed to 13,770 email addresses. The survey was initially circulated in September 2022 and was later closed in November 2022. Potential respondents received up to three email reminders to participate in the survey and were offered the opportunity to request a \$20 gift card as compensation for their time.

A total of 552 individuals opened the survey link that was provided in their email invitation. Among those who opened the survey, 462 either partially or fully completed the survey. A total of 276 respondents—2% of the 13,770 email contacts—completed over 20 percent of the survey.

There are an insufficient number of survey respondents for the trends reported below to be considered representative of all SBLE personnel in the United States. Further, as there exists no reoccurring census of SBLE personnel, we are unable to directly compare our sample to the broader population of individuals who hold these positions. Nevertheless, the information collected provides a glimpse into the responsibilities and perceptions of individuals with a variety of experiences and backgrounds in a way that is not currently available to many populations.

Survey respondents were asked to complete a set of questions related to their demographic profile. Most survey respondents (81.5%) identify as male, which mirrors recent reports that find 12-18% of sworn officers are female. For example, the Bureau of Justice Statistics⁴ estimates that 18.5% of School Resource Officers

FIGURE 1. SBLE Personnel – Respondent Demographic Characteristics



⁴ Davis, E.J. 2022. "Law Enforcement Agencies that Employ School Resource Officers, 2019." Bureau of Justice Statistics, U.S. Department of Justice. <https://bjs.ojp.gov/media/leaesro19.pdf>

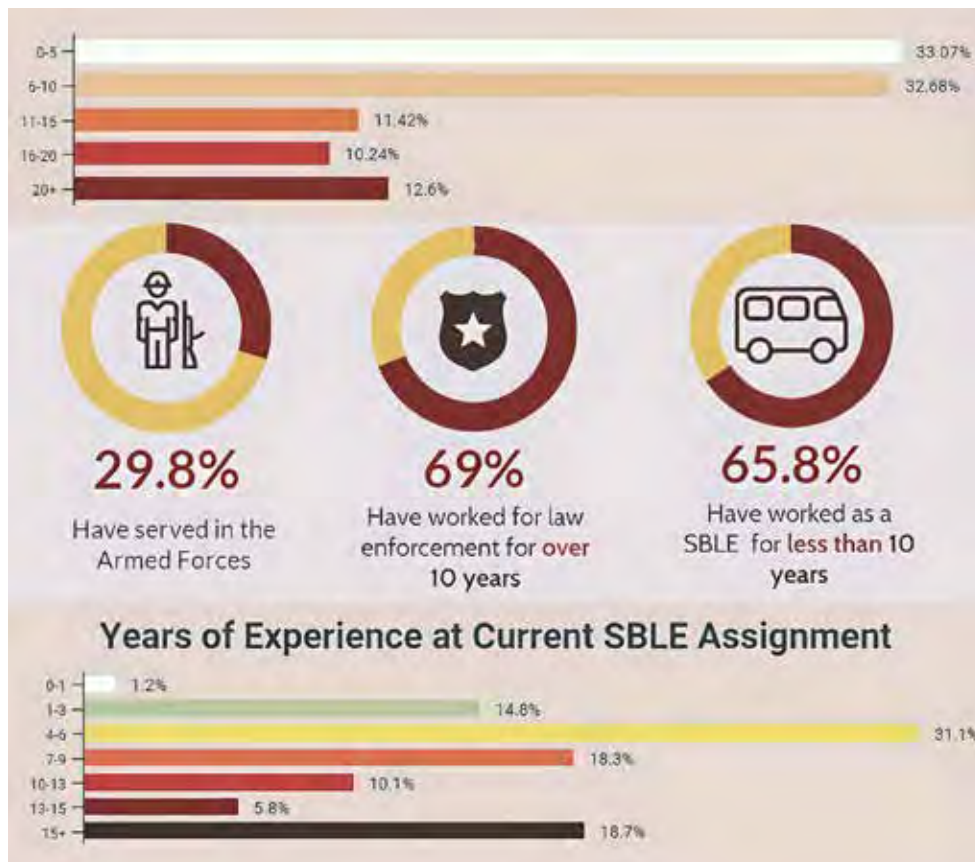
in 2019 identified as female. The majority of respondents (62%) identify as white or Caucasian, and over 30% of respondents identified as non-white. This is also similar to recent Bureau of Justice Statistics estimates that suggest 17% of School Resource Officers identify as Black while 13% identify as Hispanic or Latino.

In terms of education, a small majority of respondents have completed some college, and nearly one in three have a bachelor’s degree or equivalent. Respondents ranged widely in age, with the largest group being in their 50s. Though many respondents (18%) did not wish to report their political leanings, significantly more respondents identified as holding a conservative or moderate ideology rather than one that is liberal.

Respondents were also asked to about their experience in the U.S. Armed Forces, as a sworn law enforcement officer, and as a school-based law enforcement officer. Thirty percent of respondents have served in a branch of the U.S. Armed Forces, and over half have 15 or more years of experience as a sworn law enforcement officer. This level of experience is likely linked to the most common age categories of 55-59 and 50-54 among respondents. On the other hand, more than 60% of respondents have fewer than 10 total years of experience in school-based law enforcement, and half reported serving in their current role for 4-9 years at the time of the survey. The vast majority (86%) are employed full-time (40+ hours per week) in their SBLE positions.

Finally, survey respondents are located throughout the United States. States with more than 10 respondents were Texas (25), Illinois (24), Colorado (16), Florida (14), Indiana (14), Georgia (12), and Ohio (11).

FIGURE 2. SBLE Personnel – Respondent Professional Experience



RESULTS

POSITION STRUCTURE

Currently, federal mandates regarding training, professional experience, or other qualifications do not exist for law enforcement or related resource officers in public K-12 schools in the U.S. Rather states, local municipalities, and school districts determine a range of formal and informal responsibilities regarding the daily work of SBLE personnel present on school campuses.

The National Association of School Resource Officers (NASRO) views Memorandums of Understanding (MOUs) as essential for the proper functioning of sworn officers on school campuses.⁵ Across all respondents, 72% confirmed that their law enforcement agency has an MOU with a school or district outlining roles and responsibilities for officers in schools. On the other hand, 16.5% of respondents were not sure if their position was connected to an MOU, and 12% reported no MOU. While respondents working as a private contractor may not have responsibilities outlined through an MOU, private contractors make up only 1.5% of all individuals who responded to the survey.

Approximately half (51%) of SBLE officers who responded to the survey work exclusively at one school. Nearly 20% of respondents report working at five or more schools, which suggests a district-wide assignment. Mirroring this trend, 60% of respondents reported being the sole officer assigned to their school, and 18% reported more than three full-time equivalent officers were assigned to their schools.

Nearly nine out of ten respondents worked in a public school setting; remaining respondents held assignments in either charter or alternative schools. Approximately 40% of respondents work primarily with high schools, and many more work in a setting that includes high schools (e.g., grades 6-12 or K-12). Just over 20% primarily work in a middle school setting, and 15% work primarily in elementary schools.

TRAINING

Though some federal grant programs require recipients to undergo specific training, formal SBLE officer training requirements vary widely across the country. Individuals may complete training either to fulfill an obligation outlined by their law enforcement agency or school district or by their own initiative.

Ninety-seven percent of respondents reported participating in some type of training. However, less than half of those who responded to the survey have participated in the basic training course offered by the National Association of School Resource Officers (NASRO), and fewer than one in four respondents had participated in NASRO's advanced training course. This may be due to participation in state-specific trainings such as those offered by associations in Georgia, Illinois, Ohio, and Missouri; lack of awareness of NASRO training; or lack of perceived need for advanced training.

Across seven specific trainings referenced in the survey—NASRO basic, NASRO advanced, adolescent mental health, crime prevention through environmental design, school safety officer, SRO supervisors and management, and crisis intervention training—respondents were most likely to have completed crisis intervention (67%) and school safety officer training (56%). These trainings may be offered at the state or local levels. For example, the New York Police Department hosts a school safety officer course for its sworn

⁵ <https://www.nasro.org/aboutnasro/nasro-position-statement-on-police-involvement-in-student-discipline/>.

FIGURE 3. SBLE Personnel – Respondent Training



officers; in Ohio, the state association of school resource officers designed its own safety course that is compliant with state statutory requirements for SBLE officers.

Among the 30% of respondents who reported participation in training other than the seven types listed directly in the survey, common training programs focused on detecting and preventing drug and alcohol use among students through programs like Drug Abuse Resistance Education (D.A.R.E.) as well as active shooter training. Additionally, the Advanced Law Enforcement Rapid Response Training (ALERRT) hosted by Texas State University was mentioned by multiple respondents.⁶

Thirty percent of participants indicated interest in additional training that they felt could improve their performance. Within this group, many expressed a desire to continually acquire new knowledge and intervention techniques. The trainings most commonly mentioned in open-ended responses were the NASRO basic and advanced courses. Several respondents also expressed interest in or a need for training regarding legal aspects of school safety and discipline as well as student mental health and social media use.

GOAL PERCEPTIONS

The National Association of School Resource Officers defines the goal of School Resource Officer programs as, “to provide safe learning environments, provide valuable resources to school staff members, foster a positive relationship with students and develop strategies to resolve programs that affect our youth with the goal of protecting all children so they can reach their full potential.”⁷ This includes officer responsibilities that span education, mentoring, and law enforcement.

⁶ The Texas State ALERRT center was designated as the Federal Bureau of Investigations (FBI) National Standard in Active Shooter Response training in 2013.

⁷ <https://www.nasro.org/main/about-nasro/#:~:text=The%20goal%20of%20NASRO%20and,they%20can%20reach%20their%20fullest/>.

Survey respondents were asked why they decided to work in school-based law enforcement. Across all open-ended responses, three themes emerged: the importance of mentoring youth, a desire to protect students and schools, and the ability to enjoy preferred professional benefits. Representing a common sentiment among those who see their positions as invaluable for mentoring youth, one respondent stated they wanted to, “try and reach the kids before they become part of the system” and “let [students] see the police in a different light.” Regarding student and school safety, another respondent remarked, “I have been a LE [Law Enforcement] Officer for many years and during the Columbine tragedy. I felt it necessary to make an impact on safety for kids in school.” Several respondents also cited favorable working hours and job stability. For example, one respondent expressed, “My own kids were in the district with the position opening. After years of night shift, this was a great opportunity to have a solid day shift schedule.”

Given that school-based law enforcement personnel are given multiple responsibilities, survey respondents were asked to rank a list of goals that often appear in information from school-based law enforcement professional associations. More specifically, respondents were asked to rank the goals of enforcing local, state, and federal laws; enforcing school or district policies; mentoring/counseling; responding to emergency or crisis events; and teaching/educating. Sixty percent of respondents ranked responding to emergency and crisis events first. This trend may be due, in part, to the proximity of the survey to the mass shooting at Robb Elementary School in Uvalde, Texas. Following emergency and crisis response, 43% percent of respondents ranked mentoring as either their first or second priority.

FIGURE 4. SBLE Personnel – Respondent Perceptions of Goals



As most of the SBLE personnel who participated in this survey are sworn officers who report to administrators in law enforcement agencies and schools/school districts, respondents were asked not only to rank their own priorities but also to provide their perceptions of the priorities of their police chief and school administrators. Respondents felt that school administrators similarly view the top goal of SBLEs as emergency and crisis response; 56% of respondents ranked this goal first among school administrators' priorities for their SBLE officer position. However, few reported that school administrators view mentoring as the top priority of school-based law enforcement. Rather, this goal is on par with enforcing local, state, and federal laws and enforcing school or district policies. Perceptions of how police chiefs view the priorities of school-based law enforcement officers are more clearly ordered such that emergency and crisis response; local, state, and federal law enforcement; and mentoring emerge as sequential goals.

Despite some differences in personal goals and perceived goals of school administrators or police chiefs, a sizeable majority of respondents (nearly 85%) confirmed that they have clear goals and objectives. Similar shares of respondents agreed or strongly agreed that they could easily explain the goals of their position to others within and outside of the law enforcement community.

It is also the case that understanding the perceptions of SBLE officers extends beyond the ways in which they prioritize various goals. Respondents were nearly unanimous in confirming that their work is meaningful; all but three respondents agreed or strongly agreed with this statement. Additionally, the vast majority of SBLE officers who responded to the survey have high levels of job satisfaction with 93% of respondents reporting that they were either satisfied or very satisfied with their profession. High satisfaction is echoed in respondents' forward-looking plans; 75% report no intention to leave their position within the next year. Among those who confirmed their intent to leave, about half have plans to retire.

While most respondents are satisfied with their work, many reported that they leave work feeling tired and run down (39% either agreed or strongly agreed) or emotionally exhausted (30% either agreed or strongly agreed). A smaller portion (just below 15%) agreed that their work efforts negatively affect other areas of their lives.

DAILY ACTIVITIES AND INTERACTIONS

Several survey questions were designed to gauge the extent to which respondents experience a variety of incidents or interact with a range of stakeholder groups to provide a better understanding of the day-to-day tasks of SBLE personnel.

SBLEs interact not only with students but also with teachers and administrators within schools as well as with parents and members of the broader community. Respondents were asked to indicate how frequently they interacted with individuals from nine groups—advocacy groups, the city or county council, parent teacher associations/organizations, students, school administrators, the school board, school district administrators, teachers, and the general public. Given their location in and around school campuses, most respondents reported daily interactions with students and teachers as well as school administrators and the general public. On the other hand, most rarely interact with city or county councils.

Across all groups, the majority of respondents also reported that members of the nine groups included in the survey expressed little desire to change their SBLE program. The next most common response for each group was perceived interest in expanding the SBLE program; such a response was highest for school boards (29% reported their school board expressed interest in expanding the program). Across all stakeholder groups, ten respondents or less reported that members of a group expressed a desire to make cuts to the

program. This suggests widespread support for those who opted to respond to the survey, though we cannot conclude this is the case for all SBLE personnel throughout the United States

Next, respondents were asked to report how often they performed 13 different activities in their work. Some activities captured interactions with the groups mentioned above while other activities included attending extracurricular activities, the investigation of crimes, and emergency management or crisis response planning. Answer options consisted of daily, monthly, weekly, rarely, and never categories. Echoing trends in responses to their interactions with specific groups, SBLE officers commonly collaborate with school administrators and counselors. On the other hand, educational presentations and similar teaching efforts are quite rare. While respondents report investigating crimes with some regularity, they also indicate that citations and arrests are rare.

Separately, respondents were asked about the frequency to which they faced a range of incidents such as hallway disruptions, bullying or cyberbullying, and underage alcohol possession or consumption. Overall, severe incidents such as assault with injuries sustained and weapons possession or use were reported as occurring least often. On the other hand, SBLEOs report responding to incidents of hallways disruptions, truancy, and mental health crises on a daily basis. While incidents of underage alcohol possession or consumption are rarely faced, incidents of illegal drug possession or use are encountered on a weekly to monthly basis.

When asked how they would react to the same list of incidents, the majority of respondents selected “refer to school administrators” over options of doing nothing, engaging in a formal discussion, issuing an official warning or citation, arresting the offender, or referring an individual to another program for nine of 13 incident types. The propensity of respondents to refer individuals to school administrators was strongest for bullying or cyberbullying (80%), fighting with no injury (78%), and assault with no injury (71%). Cases in which there was not a majority response regarding how to react to an incident occurred for assault with injury, fighting with injuries sustained, illegal drug possession or use, sexual harassment or assault, and underage alcohol possession or consumption, all of which are commonly perceived as

FIGURE 5. Respondent Response to Regularity of Activities Performance



relatively serious offenses. Still, in each of these cases the plurality of responses was to refer the student to school administrators. The only incident in which referral to school administrators did not rank highest was weapons possession or use; for this incident, 47% of respondents selected arrest while 34% selected refer to school administrator.

Finally, to understand what might affect the ways in which SBLE personnel respond to incidents, survey participants were asked to rate the level of importance of a series of factors in their decision-making process. These included the attitude of the offender, the home or life circumstances of the offender, the attitude of the victim, the home or life circumstances of the victim, the preferences of school administrators, the preferences of the victim's family members, the preferences of the offender's family members, the seriousness of the offense, students' prior disciplinary or criminal history, knowledge of the offender, knowledge of the victim, anticipated publicity of the offense, the time of day or day of the week, the availability of video footage, and the number of witnesses. Answer options consisted of very important, important, unimportant, and very unimportant.

Across all factors, the seriousness of the event was viewed as most critical (73% of respondents ranked this factor as very important) followed by the attitude of the offender and prior disciplinary or criminal history (49% and 42% ranked these as very important, respectively). Potential publicity and the time of day/day of week were ranked less important than other factors overall, but significant variation in responses to each was present. For example, almost as many respondents considered publicity very important (15.8%) as those who viewed publicity as very unimportant (16.26%).

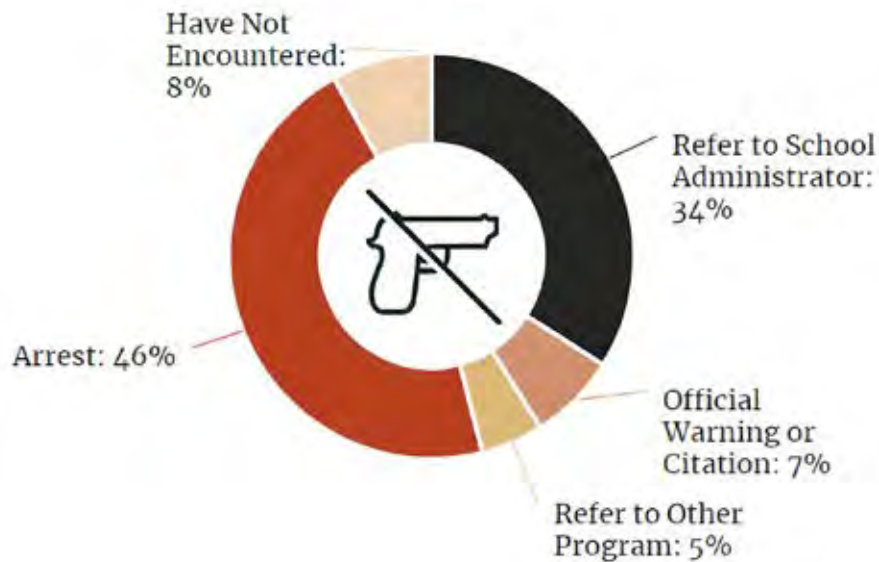
SUMMARY OF FINDINGS

In recent years, the role of SBLE personnel in schools has been fiercely debated. Those who support the presence of sworn law enforcement officers in schools argue that officers can play a valuable role in promoting student safety and serve as positive role models and mentors for students. These groups claim that the key to a successful SRO program is ensuring that officers are well-trained in working with young people and are integrated into their school community in a positive and supportive way. Others, however, argue that SBLE officers will bolster the school-to-prison pipeline particularly in heightening disciplinary records and criminal history for Black and brown students as well as students with disabilities. These groups contend that sworn

FIGURE 6. Respondent Response to Frequency of Incidents Encounters



FIGURE 7. Respondent Response to Weapons Possession or Use



officers should not be present on educational campuses. Both perspectives are challenged by the lack of data regarding SBLE personnel that is regularly collected over time and across states.

The goal of this report is to take stock of the perceived goals and behaviors of SBLE personnel across the United States. The survey data discussed here represents the views of a small share of these individuals but can still work to inform school administrators and law enforcement agencies of opportunities and challenges that are present from the perception of those currently serving as SBLE officers in schools. As at least a quarter of respondents to this survey cannot confirm that their responsibilities are outlined in an MOU, those who establish partnerships with local law enforcement agencies may want to review, update, or initiate an MOU that outlines specific expectations and responsibilities of sworn officers assigned to work in one or more schools. Others may want to ensure that their existing MOU is salient and understood by multiple stakeholder groups.

Next, states, districts, and schools might consider how to invest a more concerted effort in standardizing, maintaining, and regularly reviewing training requirements for SBLE personnel in school. This effort is particularly timely as sizeable numbers of these individuals are likely to retire in the short-term, and many districts will need to hire new sworn law enforcement or private security officers.

Finally, schools, districts, and states should discuss how to track data on SBLE personnel efforts. Many respondents remarked, through open-ended responses, that the performance of law enforcement in schools is particularly difficult to capture given large differences in the composition of student populations across schools and districts (e.g., along the lines of socioeconomic status, racial and ethnic representation, total size, and more). Awareness of the divisiveness of sworn officers in schools was apparent in many responses as was the perception that mentoring and deterrence achievements are particularly difficult to measure. Nevertheless, improved efforts to collect and publish data on the activities of school-based law enforcement personnel on a regular basis will allow for a careful assessment of the ways in which these personnel shape student and school-level outcomes over time and across districts.

APPENDIX

UNITED STATES SCHOOL-BASED LAW ENFORCEMENT PERSONNEL SURVEY

You are invited to participate in a survey of school-based law enforcement personnel in the United States. The purpose of this survey is to collect information that can inform law enforcement officers, school personnel, and policymakers of the perceptions and responsibilities of school-based law enforcement officers.

Non-partisan information regarding school-based law enforcement has been limited to date. Your participation is important to the ability of this study to offer accurate and informed results but is entirely voluntary.

The survey should take approximately 15 minutes to complete, and you can exit and reopen the survey at any point. Survey responses will only be reported in aggregate form (ex: averages responses). No individual identities will be revealed, though anonymity cannot be absolutely guaranteed.

This research has been approved by the Institutional Review Board of Indiana University. Submission of the survey will be interpreted as your informed consent to participate in the study. If you have any questions about this research, please contact the Principal Investigator, Dr. Amanda Rutherford, at aruther@indiana.edu. If you have any questions regarding your rights as a research subject, contact the Indiana University Institutional Review Board at (812)-856-4242.

Q1. What is your current employment status as related to school-based law enforcement?

- Employed part-time (less than 40 hours per week)
- Employed full-time (40+ hours per week)
- I work part- or full-time in school-based law enforcement in a voluntary (non-paid) capacity
- Unemployed, currently looking for work in school-based law enforcement
- Unemployed, not currently looking for work in school-based law enforcement
- Retired
- Employed, no longer in the capacity of school-based law enforcement

Q2. For what type of law enforcement agency do you work?

- Local police department
- Sheriff's office
- Primary state law enforcement agency
- Constable/marshal
- School district/system agency
- Private contractor
- Other (for example, a non-school district special jurisdiction)

Q3. How many years of experience do you have in school-based law enforcement at your current assignment?

- Less than one year
- 1-3 years
- 4-6 years
- 7-9 years
- 10-12 years
- 13-15 years
- More than 15 years

Q4. How many total years of experience do you have in school-based law enforcement in your career?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 Years

Q5. How many years of experience do you have as a sworn police officer (including but not limited to your time in school-based law enforcement)?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31-40 years
- More than 40 years

Q6. Have you ever served in the U.S. Armed Forces?

- Yes
- No

Q7. In a few sentences, please share why you decided to work in school-based law enforcement.

Q8. In your opinion, what should the role of school-based law enforcement personnel be?

Q9. Can the performance of school-based law enforcement personnel be objectively measured across schools/school districts? Why or why not?

Q10. How were you selected to work in school-based law enforcement?

- I applied for a school-based law enforcement position
- My employer assigned me to serve in a school-based law enforcement position
- Other (Please specify):

Q11. Which of the following representatives participated in the school-based law enforcement personnel selection process when you were hired? Please select all that apply.

- Police Chief
- Police Union
- School Board
- Superintendent
- Student Representative
- Community Representative
- Local government leadership (e.g., Mayor, City Council)
- Other. Please specify:

Q12. Which of the following representatives had the most influence over the school-based law enforcement personnel selection process when you were hired?

- Police Chief
- Police Union
- School Board
- Superintendent
- Student Representative
- Community Representative
- Local government leadership
- Other. Please specify:

Q13. In which of the following training activities have you participated? Please select all that apply.

- NASRO (National Association of School Resource Officers): Basic
- NASRO: Advanced
- Adolescent Mental Health Training
- Crime Prevention through Environmental Design
- School Safety Officer
- SRO Supervisors and Management
- Crisis Intervention (Any model/type)
- Other (Please specify)
- I have not participated in any training activities

Q14. Are there specific trainings you have not completed that you believe would improve your performance at work?

- No
- Yes: Please Specify

Q15. With how many individual schools do you work?

- 1 school
- 2 schools
- 3 schools
- 4 schools
- 5 or more schools

Q16. What is the name of the primary school or school district for which you work?

Q17. What is the city and state of the primary school or school district for which you work?

Q18. Which of the following best describes the primary type of school with which you work?

- Elementary School
- Middle School/Junior High School
- High School
- Other (ex: K-8 school)
- I'm not sure

Q19. Which of the following best describes the primary category of schools with which you work? If you spend your time in multiple categories of schools, select the category that describes where you devote the most effort.

- Traditional Public School
- Charter School
- Alternative School
- Private School
- I'm not sure

Q20. How many school-based law enforcement personnel are assigned to your school(s)?

- 0-1 full-time equivalent (FTE) school-based law enforcement officer (e.g., you are the sole officer)
- 1.25-2 full-time equivalent (FTE) school-based law enforcement officers
- 2.25-3 full-time equivalent (FTE) school-based law enforcement officers
- More than 3 full-time equivalent (FTE) school-based law enforcement officers

Q21. Does your law enforcement agency have a memorandum of understanding (MOU) with a school or school district that details school-based law enforcement and school administrator responsibilities and expectations?

- No
- Yes
- I'm not sure

Q22. Please note the frequency with which you face the following in your work in school-based law enforcement.

	Never	Rarely	Monthly	Weekly	Daily
Assault, no injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assault, injuries sustained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying or cyberbullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom or hallway disruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illegal drug possession or use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting, no injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting, injuries sustained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment or assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theft of property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underage alcohol possession or consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weapons possession or use (any type)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23. Please note the frequency with which you use the following in your work as school-based law enforcement.

	Never	Rarely	Monthly	Weekly	Daily
Baton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handcuffs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OC pepper spray or mace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police dog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted energy device (taser)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24. In situations in which you arrest a student, what role does the school administration play in the arrest decision?

- None. An arrest determination is made solely by myself or other sworn personnel.
- My memorandum of understanding or similar agreement outlines specific situations in which the school or district can have influence over my arrest decisions.
- School or district administrators review all arrest-eligible incidents and provide input regarding an arrest decision.
- SROs do not have arrest powers in my assigned school or district.
- Other. Please specify:

Q25. On average, how do you respond to the following incidents?

	Do nothing	Informal discussion administrator	Refer to school citation	Official warning or	Arrest citation	Refer to other this/Other	I have not encountered
Assault, no injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assault, injuries sustained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying or cyberbullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom or hallway disruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illegal drug possession or use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting, no injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fighting, injuries sustained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health crises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment or assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theft of property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underage alcohol possession or consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weapons possession or use (any type)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q26. Indicate the importance of each of the following factors in making decisions in your interaction with students:

	Very important	Important	Unimportant	Very unimportant
Attitude of the offender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home or life circumstances of the offender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude of the victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home or life circumstances of the victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferences of school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferences of victim's family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferences of offender's family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seriousness of the offense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' prior disciplinary or criminal history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of the offender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated publicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time of day or day of week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of video footage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27. [Text only] **One** of the following was displayed:

- Imagine you are assigned to serve as an SRO for a school in a high-income neighborhood where multiple instances of physical fights without weapons were reported over the last year.
- Imagine you are assigned to serve as an SRO for a school in a high-income neighborhood where multiple cases of the possession or use of illegal fight pens were reported over the last year.
- Imagine you are assigned to serve as an SRO for a school in a low-income neighborhood where multiple cases of the possession or use of illegal vaping pens were reported over the last year.
- Imagine you are assigned to serve as an SRO for a school in a low-income neighborhood where multiple instances of physical fights without weapons were reported over the last year.

Q28. The teacher should reach out to an SRO for assistance during this type of interaction with a student.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q29. The student deserves at least one day of in-school suspension.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q30. The student deserves at least one day of out-of-school suspension.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q31. The student should write an apology to other students in the class.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q32. The student should write an apology to the teacher.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q33. Think back to the imaginary assignment to a school that was described to you a few moments ago. In this imaginary assignment, what kind of neighborhood was the school located in? Please make your best guess if you don't remember.

- Low-income
- Middle-income
- High-income

Q34. Rank the following goals according to your current priorities for your position. Click and drag each option to rank in order.

- _____ Enforcing local, state, and federal laws
- _____ Enforcing school or district policies
- _____ Mentoring/counseling
- _____ Responding to emergency or crisis events
- _____ Teaching/educating

Q35. Rank the following goals according to your school administration's current priorities for your position. Click and drag each option to rank in order.

- _____ Enforcing local, state, and federal laws
- _____ Enforcing school or district policies
- _____ Mentoring/counseling
- _____ Responding to emergency or crisis events
- _____ Teaching/educating

Q36. Rank the following goals according to your police chief's current priorities for your position. Click and drag each option to rank in order.

- _____ Enforcing local, state, and federal laws
- _____ Enforcing school or district policies
- _____ Mentoring/counseling
- _____ Responding to emergency or crisis events
- _____ Teaching/educating

Q37. How frequently do you interact with the following individuals and groups?

	Daily	Weekly	Monthly	Yearly	Never
Advocacy groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City or county council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Teacher Association/ Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School administrators (e.g., principal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School district administrators (e.g., superintendent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q38. Have any of the following groups expressed a desire to make changes to your School Resource Officer or school-based law enforcement program within the last year? Click all that apply (ex: if conflicting preferences are expressed by members of the same group).

	No the program	Yes, to expand to the program	Yes, to make cuts the program	Yes, to eliminate
Advocacy groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City or county council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Teacher Association/ Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrators (e.g., principal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School district administrators (e.g., superintendent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q39. Rate the overall level of support you feel you receive from each of the following individuals and groups:

	Mostly negative negative	Somewhat	Neutral/Mixed	Somewhat positive	Mostly positive
Advocacy groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City or county council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Teacher Association/ Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrators (e.g., principal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School district administrators (e.g., superintendent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q40. My job has clear, planned goals and objectives.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q41. I know exactly what is expected of me in my job.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q42. It is easy to explain the goals of my position to others in the law enforcement community.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q43. It is easy to explain the goals of my position to others outside of law enforcement.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q44. Please note the frequency with which you do the following in your work in school-based law enforcement.

	Daily	Weekly	Monthly	Rarely	Never
Emergency management/crisis preparedness planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wear a formal police uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigate crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cite, arrest, and attend court hearings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work with guidance counselors or social workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer students/families to community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach D.A.R.E., GREAT, or similar lessons to students or school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give presentations on bullying, social media use, or other student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet with school administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet with a parent teacher or similar association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk through hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend Extracurricular programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q45. [Text only] Please indicate the extent to which you agree or disagree with the following statements.

Q46. Overall, how satisfied are you with your profession as school-based law enforcement?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very satisfied

Q47. I believe the work I do in school-based law enforcement is meaningful.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q48. I leave work feeling tired and run down.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q49. I leave work feeling emotionally exhausted.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q50. I put so much into work that it negatively affects other areas of my life.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q51. Are you considering leaving school-based law enforcement within the next year?

- No
- Yes, to retire
- Yes, to take another job as a sworn police officer
- Yes, to take another job outside of the law enforcement profession
- Yes, other

Q52. Has a school in your district experienced an active shooter threat or incidence in the last five years?

- Yes
- No
- I'm not sure

Q53. Have any School Resource Officers, school-based law enforcement, or other sworn police officers from your law enforcement agency been accused of racial or ethnic bias in a salient manner (e.g., the issue received news coverage, was circulated on social media) in the last five years?

- Yes
- No
- I'm not sure

Q54. What is your gender?

- Male
- Female
- Other
- Prefer not to answer

Q55. What is your race/ethnicity? Check all that apply:

- Black or African American
- Latinx or Hispanic
- Native American or Alaska Native
- Asian or Asian American
- Native Hawaiian or Pacific Islander
- White or Caucasian
- Biracial or Multiracial
- Other
- Prefer not to answer

Q56. What is your age?

- 20-24 years
- 25-29 years
- 30-34 years
- 35-39 years
- 40-44 years
- 45-49 years
- 50-54 years
- 55-59 years
- 60-64 years
- 65-70 years
- Other
- Prefer not to answer

Q57. What is the highest level of education you have completed?

- Less than a high school diploma
- High school diploma or equivalent
- Some college
- Bachelor's degree (BA, BS) or equivalent
- Master's or professional degree (MA, MS, Med)
- Doctorate (PhD, MD)

Q58. How would you describe your political ideology?

- Very conservative
- Conservative
- Moderate/middle of the road
- Liberal
- Very liberal
- Prefer not to answer

Q59. Are there any other issues related to the work of school-based law enforcement that you think are important to discuss but were not covered in this survey?

Q60. If you wish to receive a \$20 Amazon gift card for your survey participation, please provide your name and contact information below. Gift cards will be given to the first 100 respondents who express interest.

- Name: _____
- Phone Number: _____
- Email : _____

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