

School Resource Officer Evaluation

Phase One

Prepared by



Center for Schools
and Communities

Amy C. Eisert, M.S.,
Principal Investigator,
Mercyhurst Civic Institute

September, 2005

Funded by Grant #: ME12087
Pennsylvania Commission on Crime and Delinquency

Table of Contents

Phase One

Summary of Findings	4
Evaluation Project Overview	6
Literature Review	6
Methodology	9
Survey Total Data Summary	10
Student Data Summary	10
Parent Data Summary	21
Teacher Data Summary.....	28
Teacher, Parent, and Student Comparisons	39
Community Data Comparisons	42
Student Community Comparisons	42
Parent/Guardian Community Comparisons	45
Teacher Community Comparisons	49
School Resource Officer Interview Data Summary.....	54
School Resource Officer Demographics.....	54
Memorandum of Understanding	56
Office and Equipment	56
Roles and Responsibilities	57
Relationships and Interaction.....	59
Supervision	61
Collaboration.....	62
Training.....	63
Evaluation	63
School Administration Interview Data Summary	64
Program Status and Implementation	64
Memorandum of Understanding	66
Roles and Responsibilities	66
Communication and Relationships	66
Analysis of Violence, Weapons Possessions, and Incident Reports.....	68
Components of Programs Identified as Successful.....	69

Key Components Identified70

Works Cited71

Appendices

A: Student Survey72
B: Parent Survey75
C: Teacher Survey.....78
D: School Resource Officer Interview Questions.....81
E: School Administrators Survey Questions.....85

School Resource Officer Evaluation Summary of Findings

The Center for Schools and Communities received a two-year grant from the Pennsylvania Commission on Crime and Delinquency to assess the value of the School Resource Officer (SRO) Program and identify the critical components that lead to success of the program. The Center for Safe Schools partnered with the Mercyhurst Civic Institute to conduct the evaluation with the intended goal of developing a best practice manual for SRO programs within the Commonwealth of Pennsylvania. The following report outlines the findings of the evaluation for the first year.

Twenty-four school districts were identified as having received or currently receiving state funds for the SRO program and only those sites were asked to participate in the study. The evaluation consisted of teacher, parent, and student surveys in addition to personal interviews with school administration and the SROs. Of the twenty-four districts, half participated in the survey portion of the evaluation, and twenty-one participated in the interviews. Results were compiled into an SPSS database and analyzed to determine components of the program that receive the greatest levels of acceptance and support.

The support of school administration for the SRO program was strong. Of those schools participating, thirteen districts were no longer receiving state funding. Twelve of those schools had continued the SRO program through other funding sources after the state grant funds expired. Those schools still currently receiving state funding expressed a desire to continue the program once grant funds expire.

Support of the SRO program was also apparent through responses of the student, parent, and teacher surveys. Although teachers reported the most positive feedback regarding the program, the majority of students and parents also identified support of the program.

Through the evaluation, there were some commonalities among the SRO programs that showed stronger support of the school administration, parents, teachers, and students than others. First of all, of the top ranking schools identified through the evaluation, all had Memorandum of Understandings (MOUs) in place between the law enforcement and school administration and all of those SROs reported maintaining an “open door policy” for students. In addition, students responded more positively in support of SROs who were not involved in their schools’ Student Assistance Program and at schools that had truancy officers along with the SRO program.

Parent and teachers reported more favorably of SRO programs that had a program brochure or flyer. In addition, the higher-ranking programs among parents and teachers had SROs over the age of 30 with over eight years of law enforcement experience. In addition, parents and teachers responded more positively about SROs that reported conducting counselor/mentoring duties the majority of the time and that were assigned at least part-time to summer school or programming when school was out of session.

Higher-ranking programs reported maintaining consistent contact with their law enforcement supervisor, and indicated the law enforcement supervisor visited the school site periodically if not more regularly. Students, teachers, and parents all reported being more favorable of programs where the SRO was only assigned to one building and when the SRO volunteered for the position.

School administrators stressed the importance of the personality of SROs, responding more favorably about SROs that had volunteered for the position as opposed to being assigned. In addition, the value of immediacy of citation was emphasized among the higher-ranking programs, indicating that the ability of SROs to issue citations and conduct onsite investigations was an important issue among school administration.

Evaluation Project Overview

The Center for Schools and Communities received a grant from the Pennsylvania Commission on Crime and Delinquency (PCCD) to conduct a two-year evaluation of all School Resource Officer (SRO) programs in Pennsylvania that receive or have received state funding for their programs. The purpose of the evaluation is to identify the best practices of SRO programs in order to develop a Best Practice Manual to be distributed to all Pennsylvania law enforcement departments and schools.

The key research questions to be answered include:

1. What are the core components of successful SRO programs?
2. What SRO functions do students, parents, and teachers perceive most positively?
3. Does the SRO meet the expectations of the community?
4. How well does the SRO program interact/integrates with other prevention programs in schools and communities?

Literature Review

As part of this project, a thorough evaluation of existing research of SRO programs was conducted. North Carolina's Center for the Prevention of School Violence, Virginia's Department of Criminal Justice Services, and the National Association of School Resource Officers (NASRO), in addition to Pennsylvania's Commission on Crime and Delinquency and Center for Schools and Communities, have led the way in regards to evaluation of SRO programs.

Research by North Carolina's Center for the Prevention of School Violence dates the SRO concept back to the 1950's in Flint, Michigan. Community policing had been implemented and those officers had become involved with the schools. The concept reportedly grew, primarily in Florida, over the next twenty years and caught on nationwide in the mid 1990s. The Pennsylvania Commission on Crime and Delinquency (PCCD) began support of SRO programs throughout the state in 1998, initially funding six sites. The last funding round through PCCD was offered in 2000.

The Department of Justice released the COPS (Community Oriented Policing Services) in Schools program in 1999 and made \$68 million available through grants across the country. Since that time, the Department of Justice has announced thirteen more rounds of funding, the latest released in 2003. Over 80 programs have been funded throughout Pennsylvania through the COPS funding.

The Center for Prevention of School Violence has conducted research and focus groups directly pertaining to the SRO's relationship to school administration. That research highlighted the importance of that relationship and identified areas of difficulty including: misunderstanding of expectations about the role of the SRO, miscommunications, mismatched personalities, and other challenging circumstances.

The process of selecting an SRO for a school was addressed and administrators identified the importance of an SRO wanting to be in a school as well as the importance of administrators being involved in the selection process. Research identified that administrators were not aware of training of the SRO; however, administrators identified SROs being away from school for training being an issue of concern. Disagreement over reporting incidences arose during the focus groups and written policies were discussed for both SRO and school policies as being an important part of clarifying gray areas in reporting and responding to school incidences. Informal communication between the SRO and administration was seen as more valuable than formal communication, however, enhancing any type of communication was viewed as essential in the relationship between SROs and school administration.

Virginia's Department of Criminal Justice Services has conducted an ongoing evaluation of the SRO programs within their state and developed a Best Practice Manual for Virginia SRO Programs. Analysis has consisted of staff and student surveys on school safety, school incident reports, Lessons from the Field Reports, and quarterly activity reports completed by all SROs. According to the Second Annual Evaluation of the DCJS Funded School Resource Officer Programs, SROs increased student supervision, enhanced student and school staff understands of the law, and established valuable criminal intelligence networks. The issues raised pertaining to challenges in the program included over protective teachers and administration (46%), lack of resources (25%), time limitations in reference to workload (11%), poor school design, lack of support from either the school board or superintendent (5%) and defensiveness parents (3%). Factors identified in helping the SRO included having trust and support of students and staff (61%), adequate resources and equipment (12%), willingness of staff to include or keep the SRO informed (7%), longevity of SRO being assigned to one school (5%), changes in administrative procedures (3%), and help from truant or other security officers (3%).

The Virginia programs are overwhelmingly supported by both the students and staff surveyed. Ninety-nine percent of staff and 91% of students either agreed or strongly agreed with the statement, "I support having an SRO assigned to my school." In addition, students and staff identified the SRO as being an effective agent in reducing fighting among students (82% of staff and 53% of students) and reducing fear of crime (82% of staff and 53% of students). Teachers further reported SROs to have made it easier to maintain order with the school (87%), reduced threats and bullying among students (83%), and improved educator-law enforcement collaboration (92%).

The National Association of School Resource Officers (NASRO) has conducted an Annual Nation Survey of School-Based Police Officers at their annual national conference in years past. In 2001 NASRO reported having roughly 7,000 members and administered the survey to 717 of those members (roughly 10%). Although not scientifically based, the NASRO survey is the only one of its kind, drawing from the largest sampled population of SROs around the nation. The highlights from the 2001 report include the following:

- 97% of officers reported carrying a firearm as an SRO
- Over 81% of officers reported their program operating under a Triad Model (law enforcement, counselor, and classroom instruction)
- Over 90% of officers reported having less than 10 years of experience as an SRO
- 67% of officers report over 10 years of experience as police officers and none of the officers reported having less than one year total of police experience
- 68% of officers indicated a high school diploma as the highest level of required education for their SRO program; however, 85% of officers indicated having a minimum of an associate's degree and 30% of those officer had bachelor degrees, 4% had master's degrees, and 1% had doctorate degrees
- 83% of officers reported to be male, 17% female
- 86% of officers report having a written contract or Memorandum of Understanding between law enforcement agencies and the school district
- 87% of officers volunteered or applied for the SRO position
- 89% of officers indicated their SRO program is fulltime
- 91% of officers identified their police supervisor as their primary supervisor
- 95% of officers indicating being responsible for only one school
- 57% of officers indicated their school district also houses non-commissioned officers for security related functions in addition to the SRO
- 53% wear full police uniforms the majority of the time
- 28% of police departments share the cost of the SRO program with the school district, 26% are funded primarily from the police department funds, 21% of programs were reported to be funded primarily through school district budgets, and 24% were reportedly funded through grants

NASRO conducted surveys again in 2002 and 2003 that primarily focused on crisis planning and preparedness of SRO programs. The key findings included:

- 95% of SROs indicated they believed their schools were vulnerable to a terrorist attack.
- 28% of SROs reported the U.S Department of Education's Safe and Drug Free Schools program provided them resources or materials and 33% were unsure of support by the Safe and Drug Free Schools program.
- 41% of SROs reported funding for school safety in their schools had been decreasing
- 70% reported that aggressive behavior of elementary school children has increased within the past five years within their school districts

In addition to the survey data, NASRO has made their own recommendations concerning certain practices and procedures relative to the SRO program. One such policy is the issue of periodic rotation of SROs. NASRO discourages rotation of SROs and suggests that consistency is the best practice. Consistency leads to improved relationships between officers and students, staff, community, and law enforcement in addition to improved skill development of the SRO. This leads to enhanced violence and crime

prevention as enhances the effectiveness of the officer and in turn can reduce departmental liability.

The Pennsylvania Commission on Crime and Delinquency released a report in 2001 authored by the Center for Schools and Communities entitled An Evaluation of the School Resource Officer Program: A Study of Six Selected Sites from 1998-2000. Through this report, the overall SRO program was identified as successful and five best practices were identified:

1. Select officers that have experience and want to work with students.
2. Identify SROs with a genuine belief in commitment to the value of school-police partnerships.
3. Select officers with significant experience and knowledge about community policing and juvenile law.
4. Select individuals who are native to the area, attended the school system, or are related to someone from the area/ and or familiar with the community.
5. Provide essential SRO training.

The current evaluation looks to gain further insight into SRO programming in Pennsylvania to continue identifying the best practices and policies leading to an efficient and effective program.

Methodology

The Pennsylvania Commission on Crime and Delinquency identified 24 police departments that had received or are currently receiving state funding for SRO programs. These police departments included: Abington Township, Allentown, Bellevue, Bensalem Township, Dubois, Forks Township, Haverford Township, Hermitage, Huntingdon, Indiana Borough, Lower Salford Township, Montoursville, Mt. Carmel Township, Murrysville, North Fayette Township, Reading, State College, Stroud Regional, Upper Chichester Township, Whitehall Township, York City, Bethlehem, Lower Allen Township, and Mount Lebanon. Police chiefs were contacted by the Mercyhurst Civic Institute to identify the school location of the operating SRO program.

Schools identified included: Abington Junior High School, Raub Middle School, Northgate Middle/Senior High School, Bensalem Township High School, Dubois Middle School, Shawnee School, Haverford High School, Delahunty Middle School, Huntingdon Area High School, Indiana Area Junior High School, Indian Valley Middle School, Montoursville Area High School, Mt. Carmel Area Junior/Senior High School, Franklin Regional Middle School, West Allegheny Senior High School, Southwest Middle School, State College Area High School, East Stroudsburg High School-South, Chichester Middle School, Whitehall-Coplay Middle School, E.F. Smith Middle School, Keystone Oaks High School, Cedar Cliff High School, and Freedom High School.

Superintendents and building principals were contacted to set up school site visits and interviews. Nineteen schools were able to accommodate site visits. Twenty schools participated in administration interviews, 18 of which were conducted during the site visits and two that were conducted via conference call. Twenty-one SROs were available for personal interviews, 18 of which were conducted during the time of site visit and three were conducted via conference call.

Teacher and student surveys were mailed to all 24 schools identified by PCCD as having received or currently receiving state funding for their SRO program. All teachers were requested to be interviewed and all students in sixth, eighth, ninth, and eleventh grade homerooms. Parent surveys were delivered to school during site visits complete with self-addressed stamped return envelopes directly addressed to the Mercyhurst Civic Institute. Schools were asked to randomly send parent surveys to 25% of student households in grades six, eighth, ninth, and eleventh.

In addition to the surveys, Safe Schools Plans and Memorandum of Understanding Agreements were requested from each school site at the time of site visit.

Survey Total Data Summary

Student Data Summary

A total of 3,446 student surveys were completed and returned by 12 of the 26 schools requested in the study. Of those schools that participated, seven were middle schools, three were high schools, and two were junior/senior high schools. Five were classified as urban, four as suburban, and three as rural according to the Pennsylvania Department of Education.

Of those students completing the surveys, 70% identified themselves as Caucasian, 8% as Hispanic, and 5% as African American. Forty-eight percent were male, 50% were female, and 2% did not identify gender. Twenty-four percent of students indicated they received mostly A's, 30% received mostly A's and B's, 11% mostly B's, and 19% mostly B's and C's.

Of those completing the surveys, 80% of students indicated they were aware of the SRO program at their school (see Figure 1); however, only 70% were able to correctly identify the name of the SRO located within their school (see Figure 2). This, however, was an increase from the 2000 survey conducted during which time only 56% of surveyed students correctly identified the name of the SRO.

Figure 1.

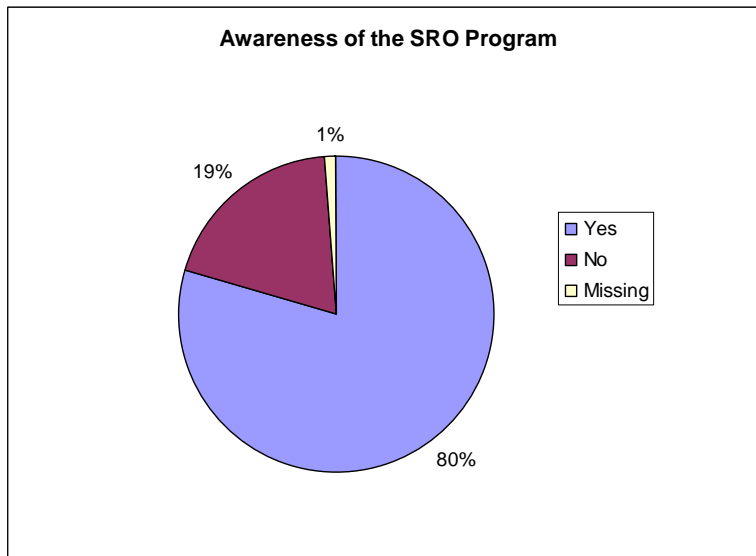
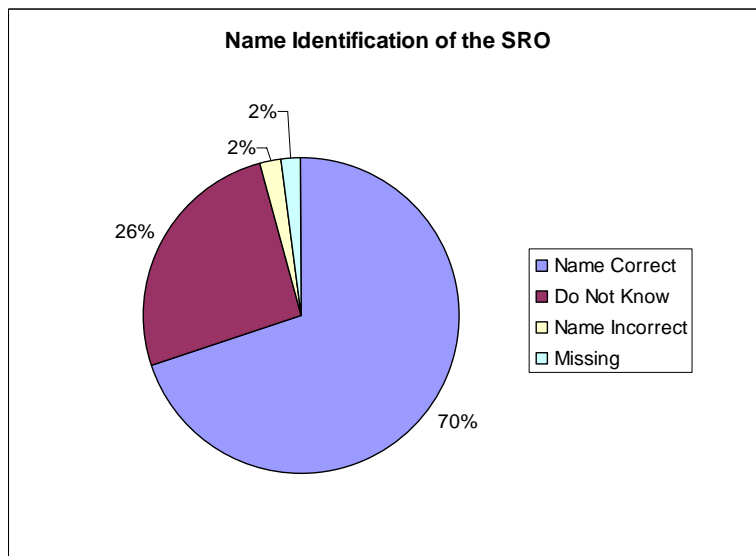


Figure 2.



Roughly 58% of students identified that since the school year started in August of 2002, they never interacted with the SRO (see Figure 3). This was a decrease from the 76% of students indicated they had never interacted with the SRO during the 2000 study. The most common location of interaction with the SRO was identified as being at a school assembly (see Figure 4).

Figure 3.

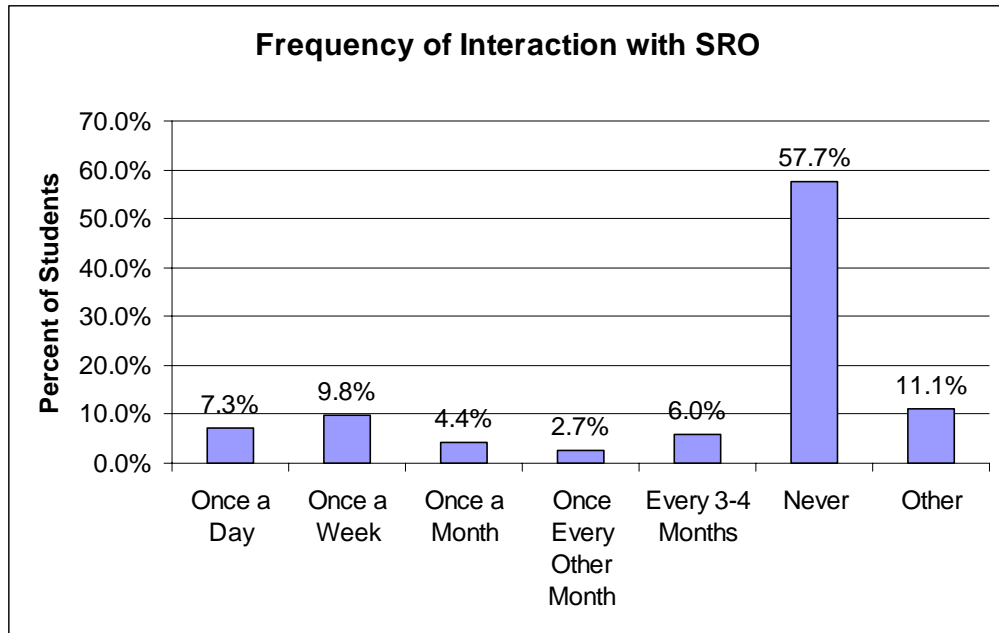
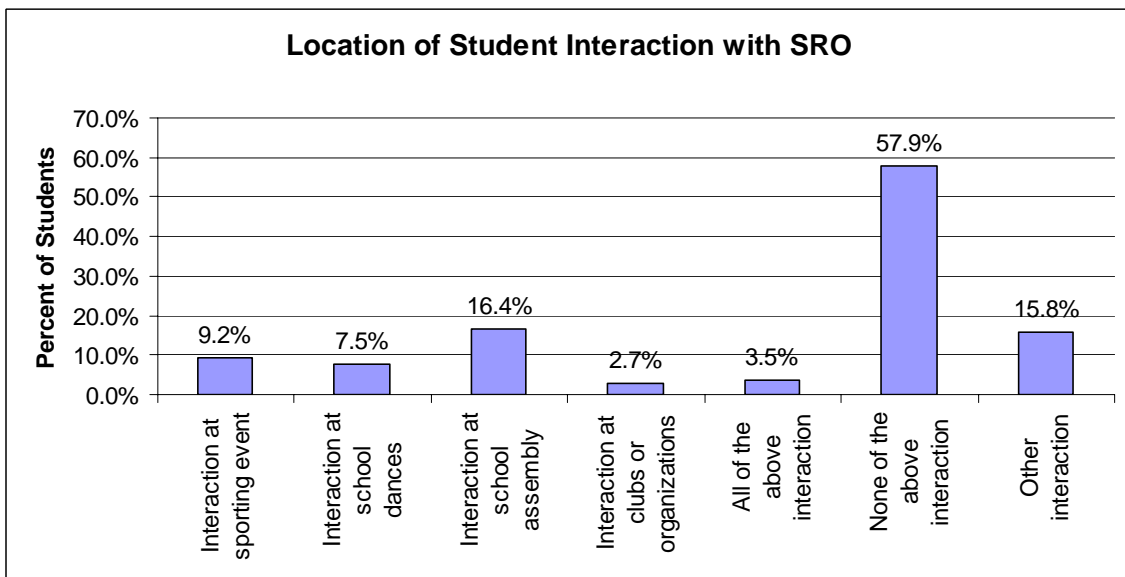
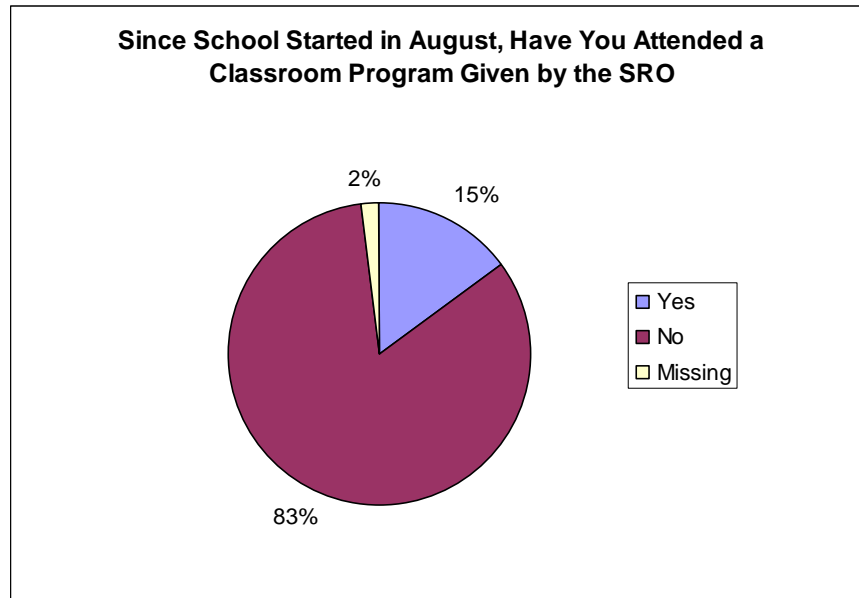


Figure 4.



Since school started in August 2002, only 15% of students reported having attended a classroom program given by the SRO during the school year (see Figure 5). Of those students who had attended a classroom presentation of the SRO, 84% had attended an SRO presentation less than three times. Thirty-one percent of students indicated they found the SRO classroom presentations to be helpful, while 45% were unsure.

Figure 5.



Only 6% of students identified that they had gone to the SRO for help since school started in August 2002 (see Figure 6). This was a slight increase from the 5% of students having indicated they had gone to the SRO for help during the 2000 study. Students identified the method in which they would contact the SRO if needed would be to go to his/her office; however, 32% of students were unsure how to contact the SRO if needed (see Figure 7).

Figure 6.

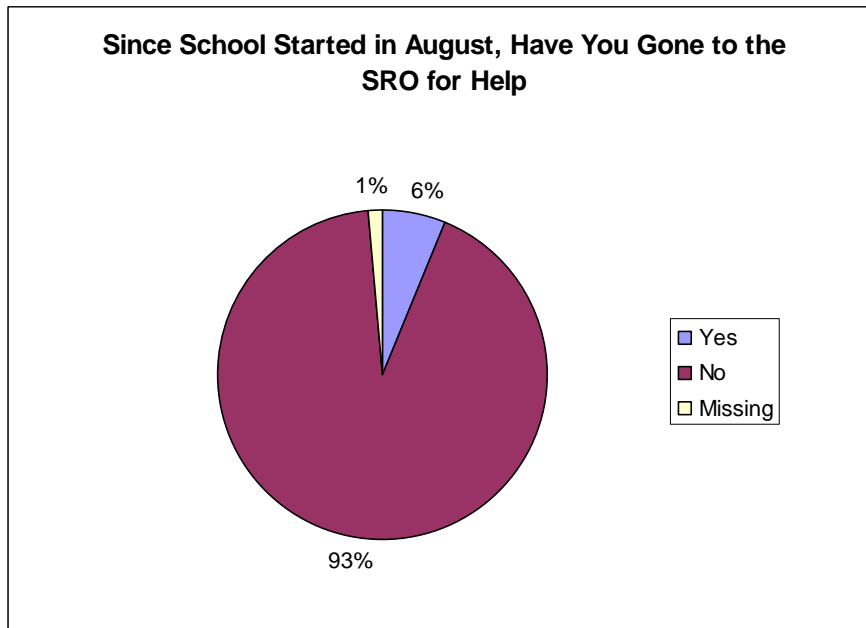
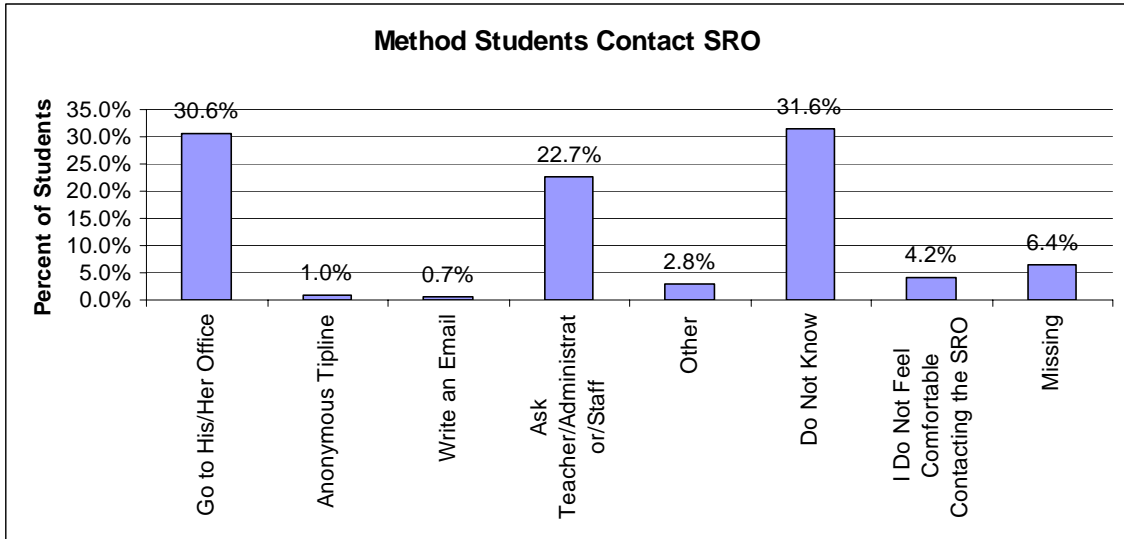
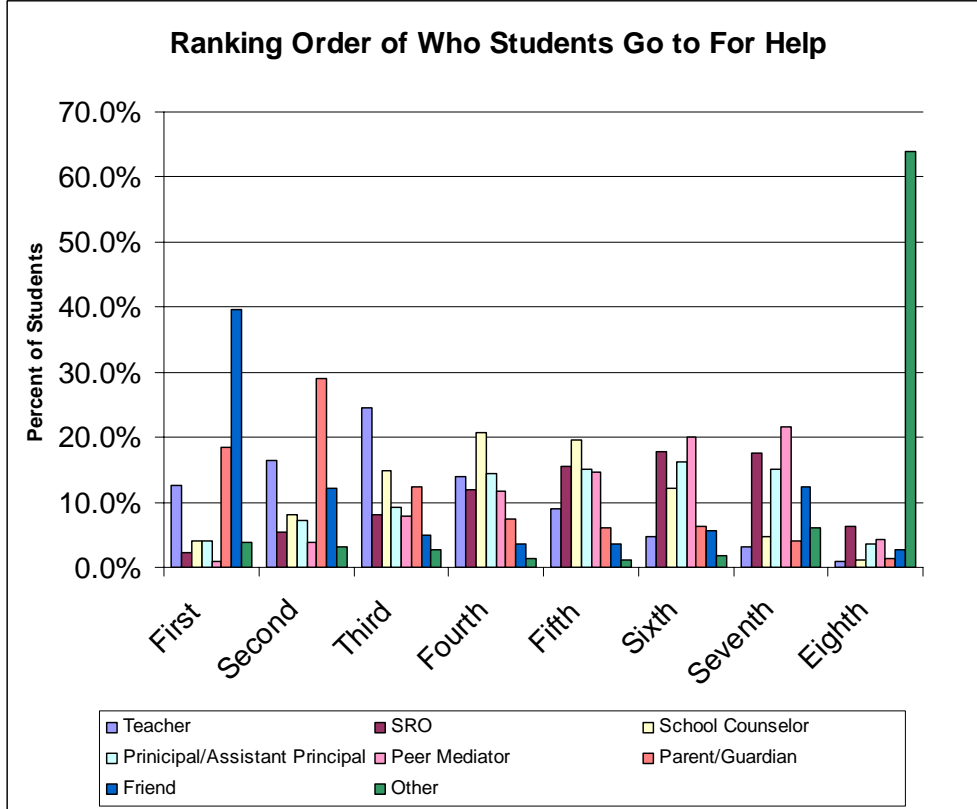


Figure 7.



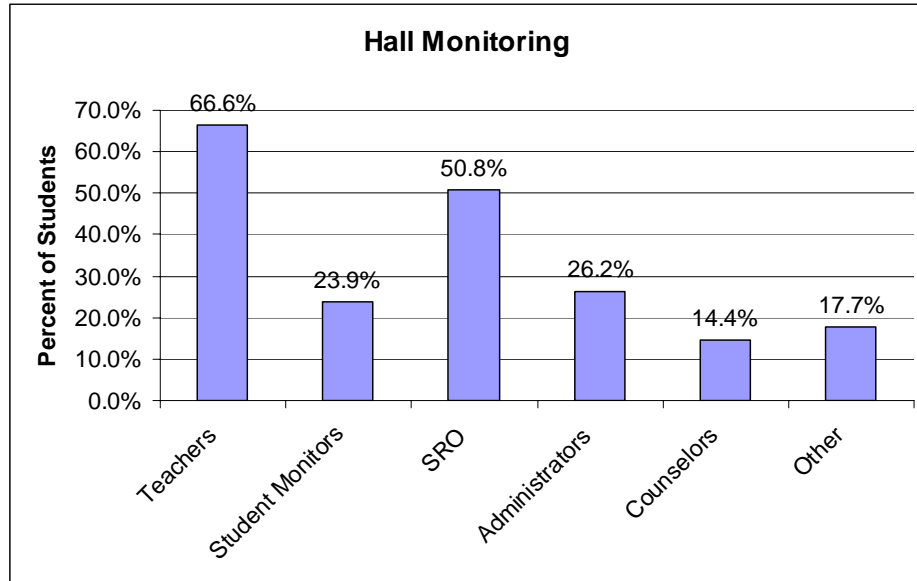
Students were asked to rank the order of whom they would go to for help. Friends were ranked first followed by a parent/guardian. Teachers were third, school counselors were fourth, peer mediator and SRO were close in sixth and seventh place (see Figure 8). This was consistent with the responses provided during the 2000 survey.

Figure 8.



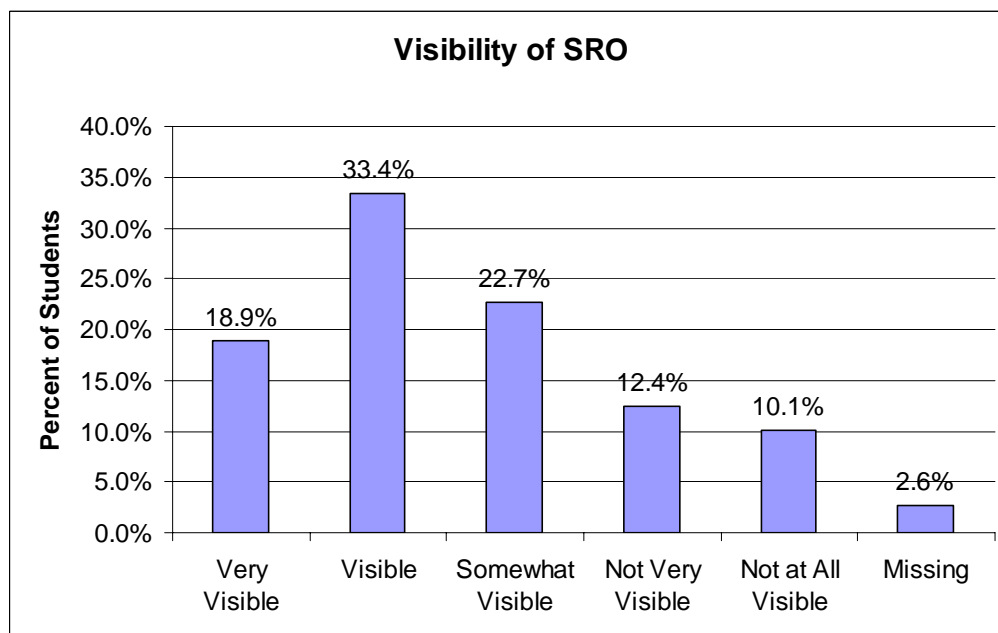
Students were asked to identify all individuals who monitored the hallways at their schools. Sixty-seven percent of students identified teachers as monitoring halls, and 51% identified SROs monitoring halls (see Figure 9).

Figure 9.



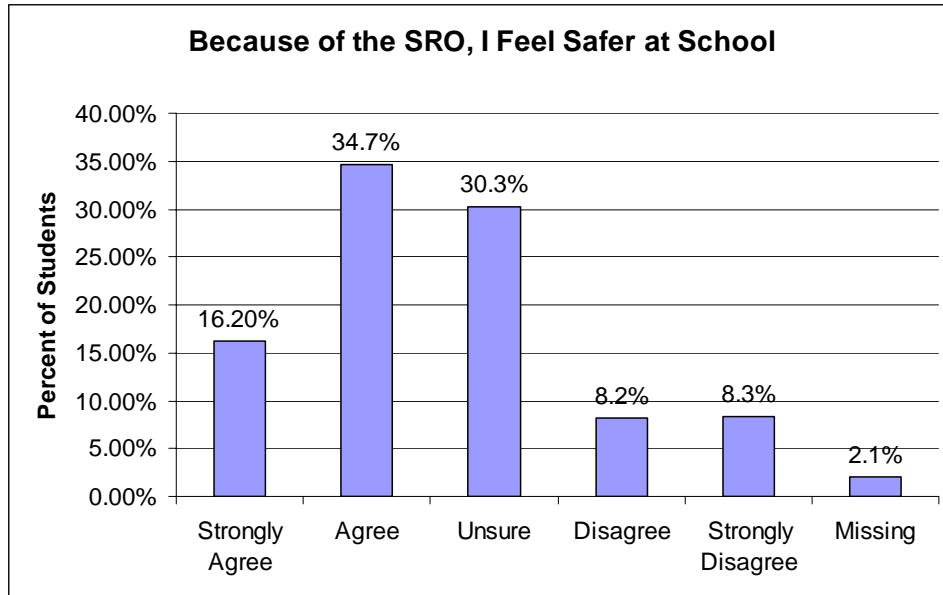
Most students identified that the SRO was visible, very visible, or somewhat visible within their school (see Figure 10).

Figure 10.



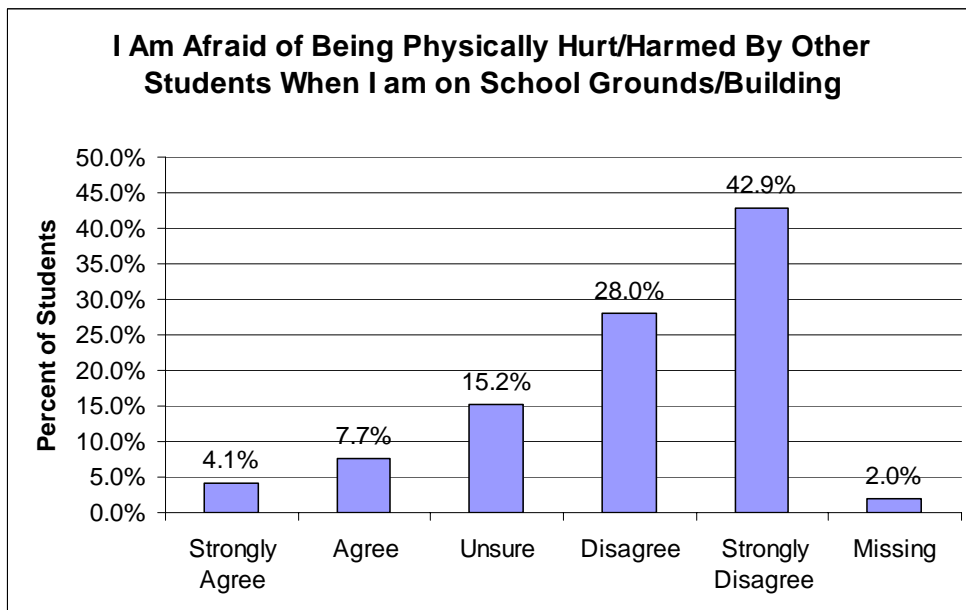
Fifty-one percent of students indicated that they strongly agreed or agreed with the statement, “Because of the SRO, I feel safer at school” (see Figure 11).

Figure 11.



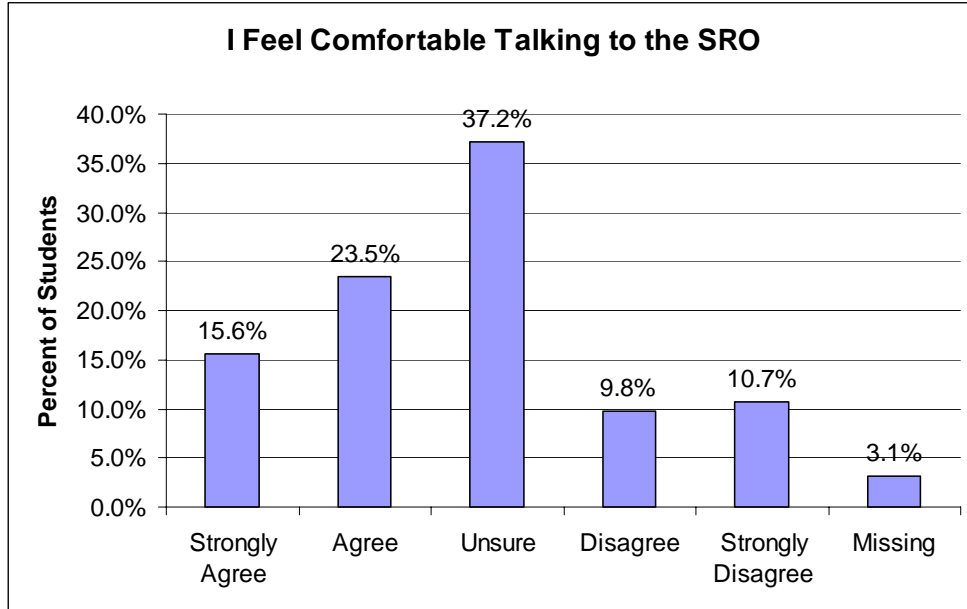
Seventy-one percent of students indicated that they were not afraid of being physically hurt or harmed by other students when on school grounds or inside of the school building (Figure 12). Of the 12% of students agreeing or strongly agreeing of being afraid of physical harm by other students while on school grounds, 56% of them indicated feeling safer because of the SRO.

Figure 12.



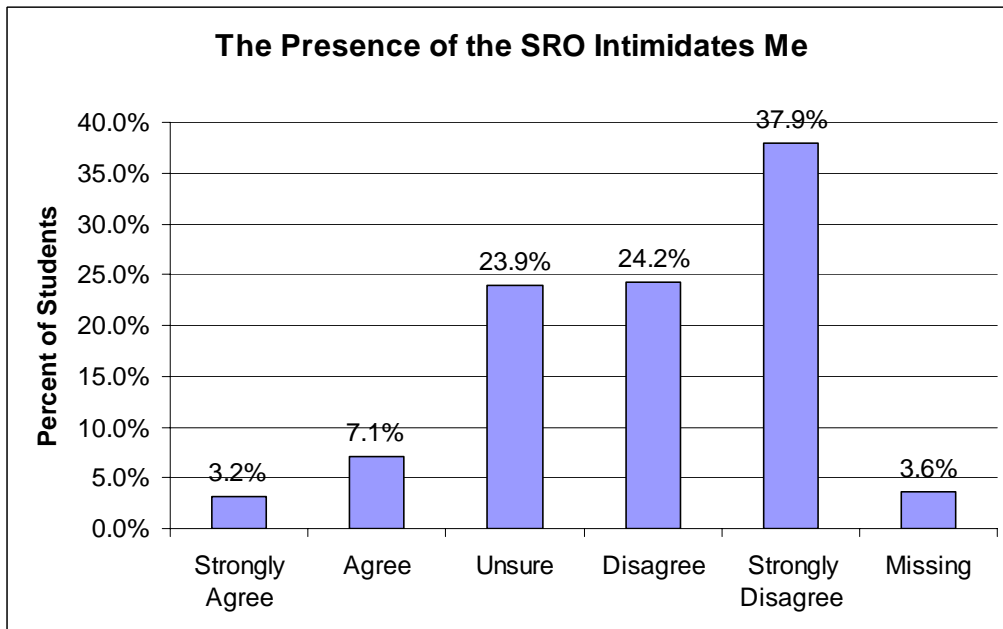
Although only 6% of students indicated they had gone to the SRO for help during the school year, 39% of students indicated they felt comfortable talking to the SRO. Thirty-seven percent were uncertain and roughly 21% did not feel comfortable (Figure 13).

Figure 13.



Even though 21% of students disagreed or strongly disagreed that they felt comfortable talking to the SRO, only 11% of students agreed or strongly agreed with the statement, “The presence of the SRO intimidates me” (Figure 14).

Figure 14.



Many students were unsure as to the impact the SRO program has had on violence (38%), bullying (39%), gang activity (46%) and drug activity (38%) in their schools (see Figures 15, 16, 17 & 18).

Figure 15.

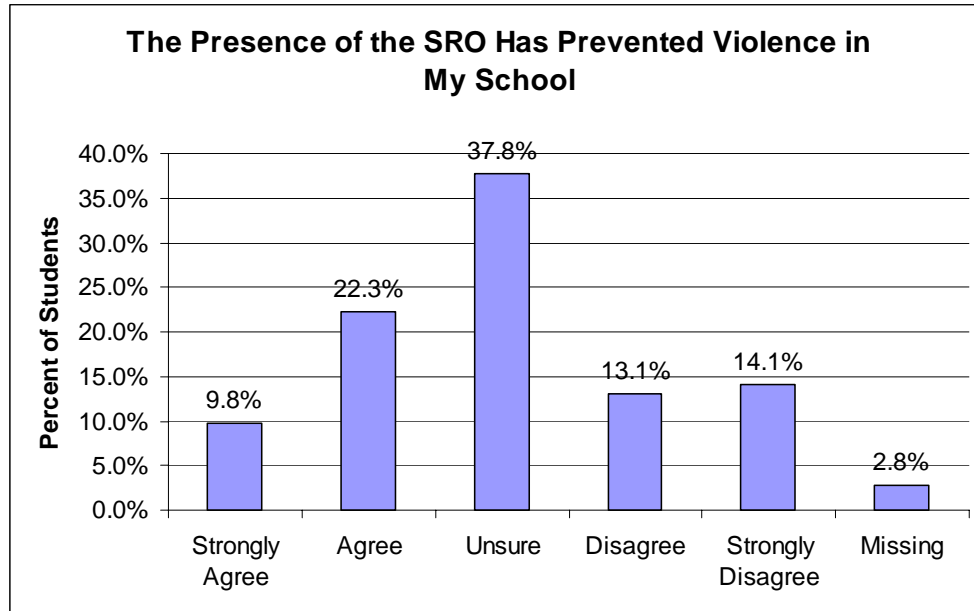


Figure 16.

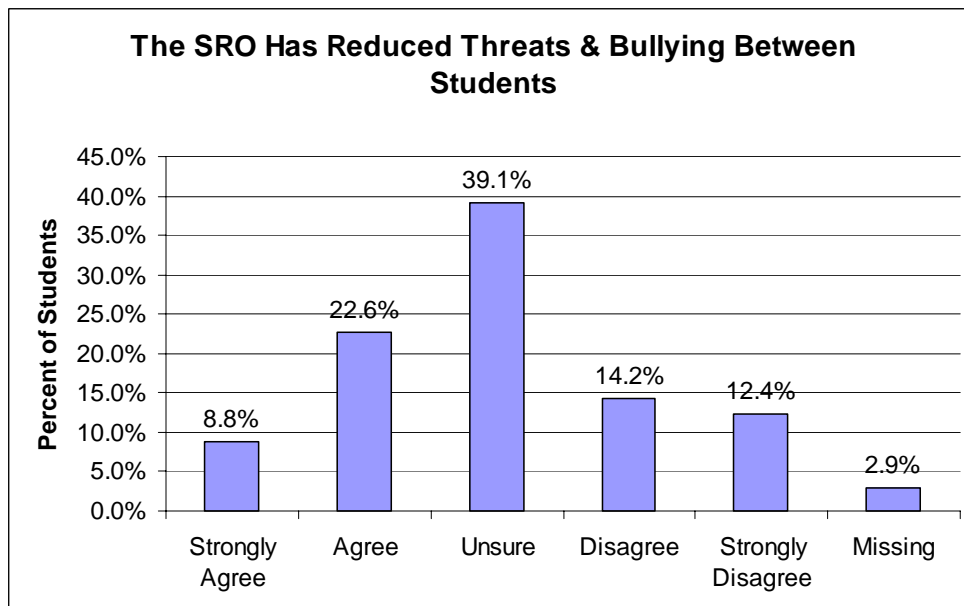


Figure 17.

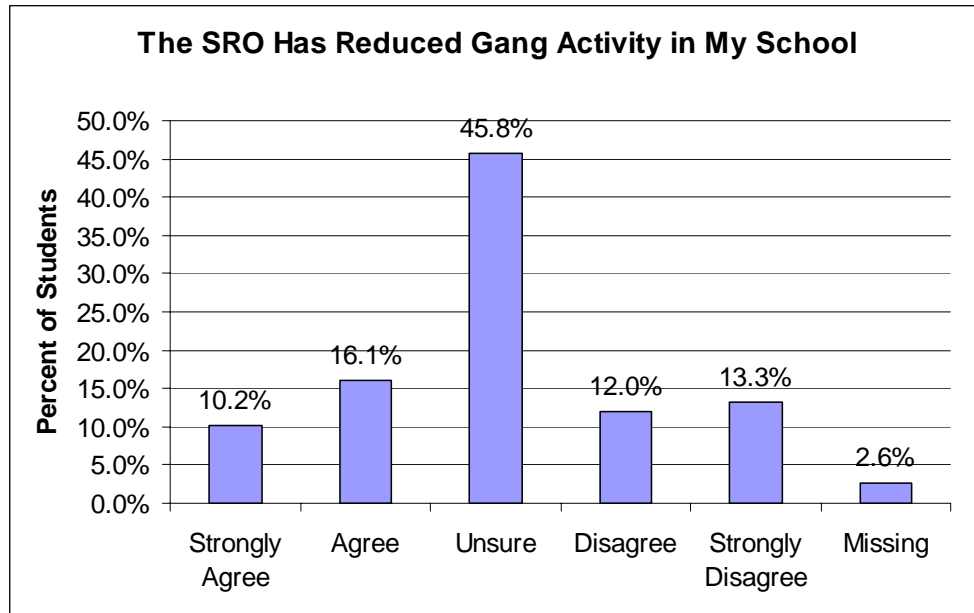
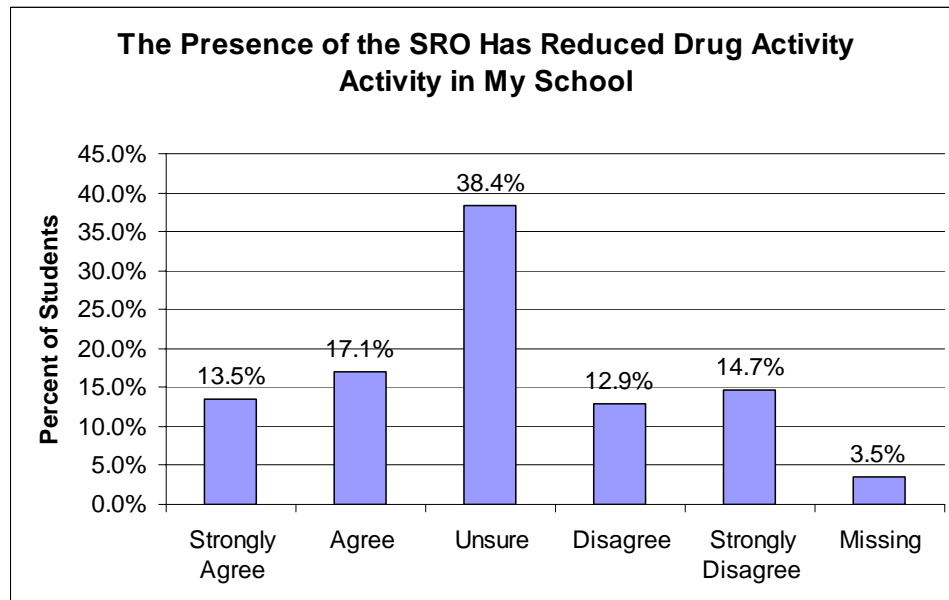


Figure 18.



Roughly 43% of students were unsure as to whether the SRO’s presence contributes to a better learning environment (see Figure 19), although 60% of students disagreed or strongly disagreed that the presence of the SRO makes the school environment more stressful for them (Figure 20).

Figure 19.

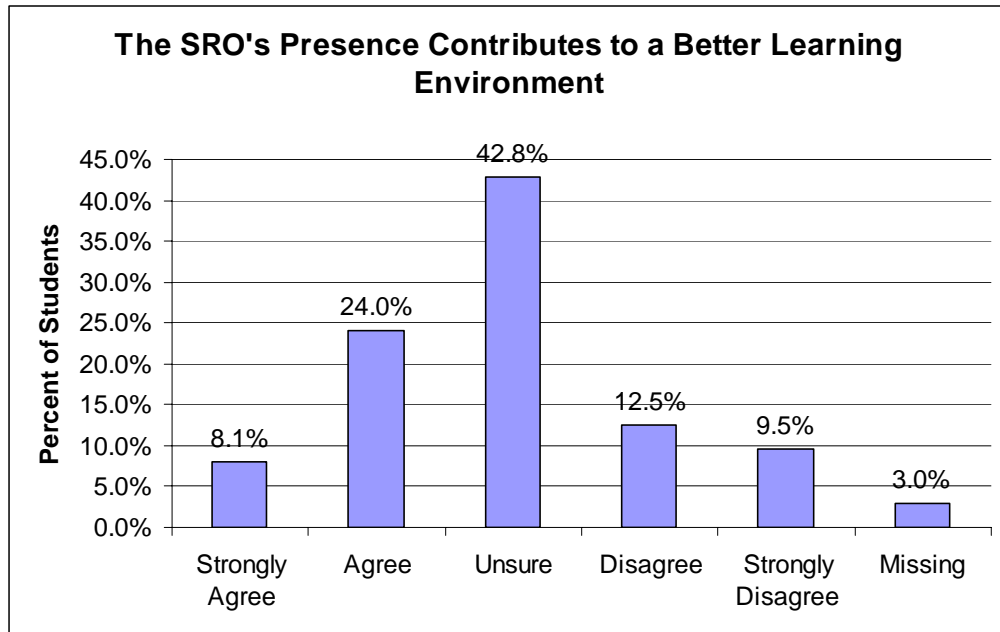
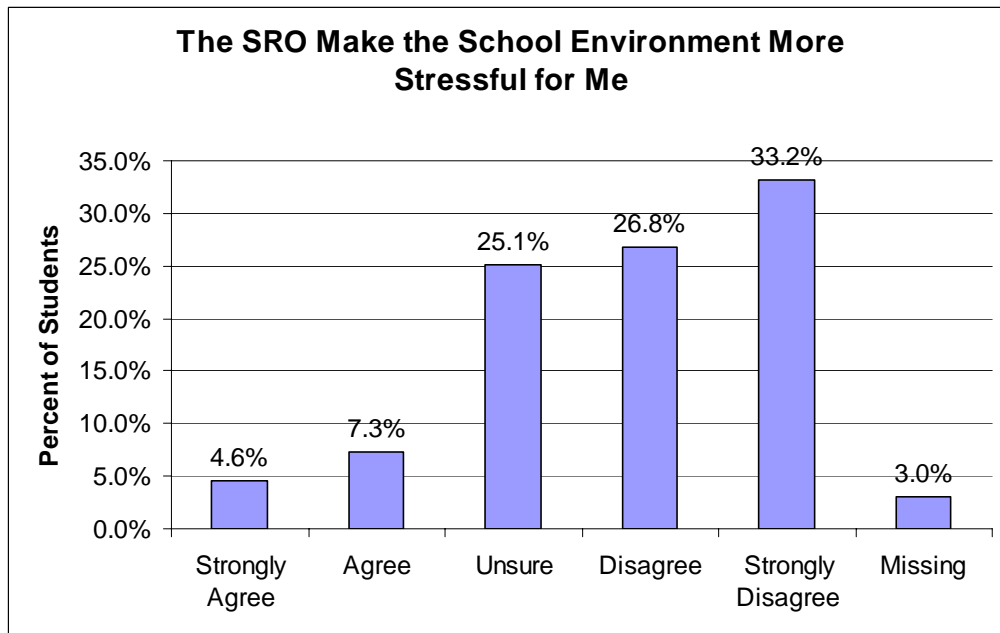


Figure 20.



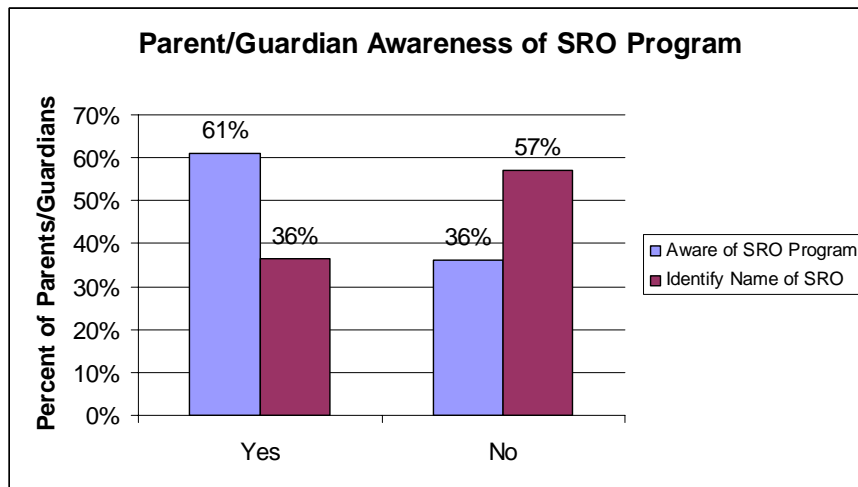
Overall, students were unsure regarding the impact of the SRO program within their schools; however, most students reported that the SRO did not intimidate them or make the school environment more stressful. The majority of students identified feeling safer because of the SRO.

Parent Data Summary

Two hundred and ninety-four parent surveys were completed and returned from fourteen schools. Eighty-one percent identified themselves as mothers and 13% as fathers. Seventy-seven percent indicated their race as Caucasian, 5% as Hispanic, and 3% percent as African American. Twenty-four percent identified having a child in eighth grade, 15% in sixth grade, 12% in ninth grade, 9% in eleventh grade, and 31% had children in more than one grade at the identified school.

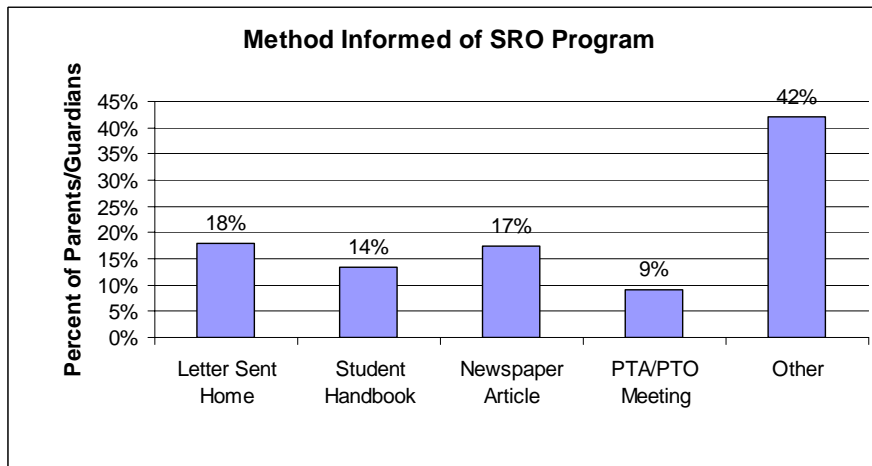
Of those parents participating, 61% indicated they were aware of the SRO program at their child’s school; however, only 36% were able to identify the name of the SRO (see Figure 21).

Figure 21.



Forty-two percent of parents identified that they were notified of the program by means other than a letter, student handbook, newspaper, or PTA/PTO meeting (see Figure 22).

Figure 22.



Eighteen percent of parents indicated they had personally interacted with the SRO (see Figure 23). Of those parents who had interacted with the SRO, 35% indicated that interaction took place at an extra-curricular school activity, 25% indicated it was during an incident with their child, 5% at a PTO/PTA meeting, 5% at a school conference, and 30% indicated that the interaction took place at another setting (see Figure 24). Of those parents/guardians who interacted with the SRO 94% indicated they found that interaction to be helpful. Of those parents who found the interaction to be helpful, 29% had interacted with the SRO at an extracurricular activity and 24% interacted with the SRO during an incident with their child.

Figure 23.

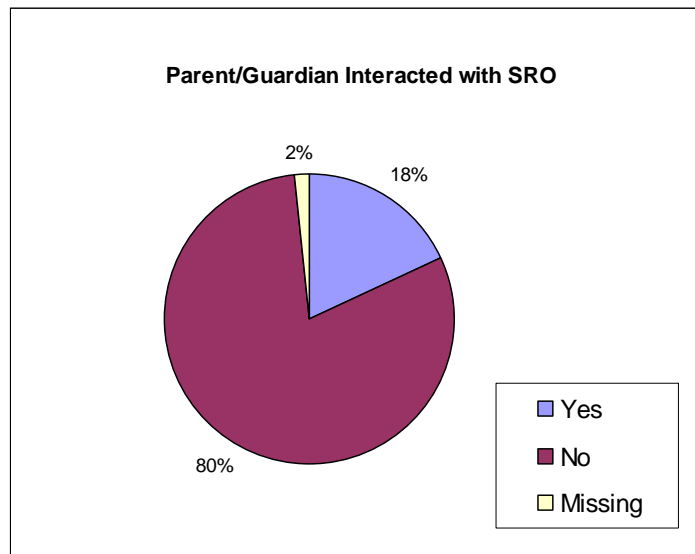
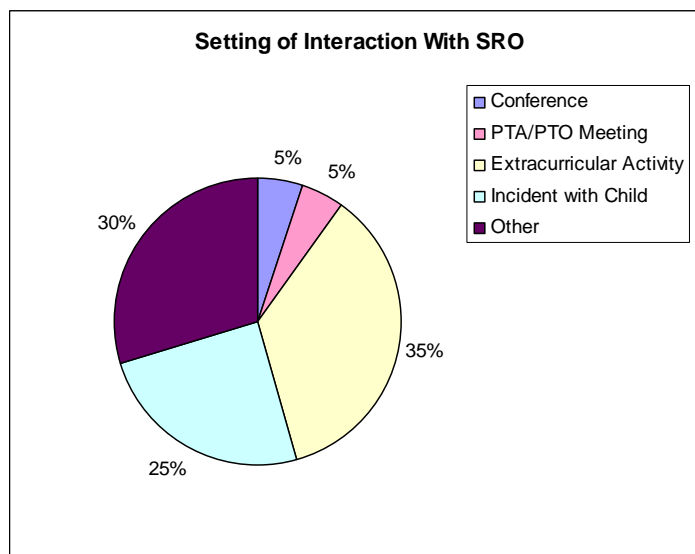
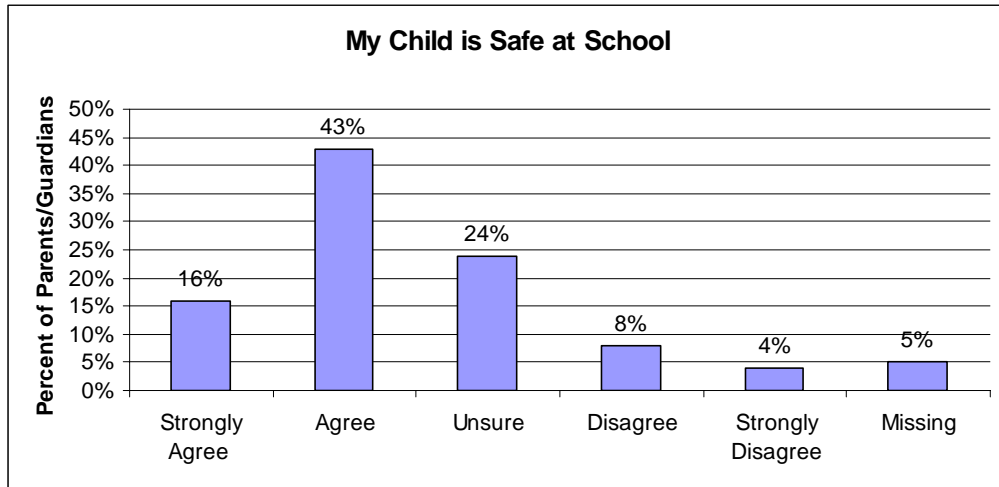


Figure 24.



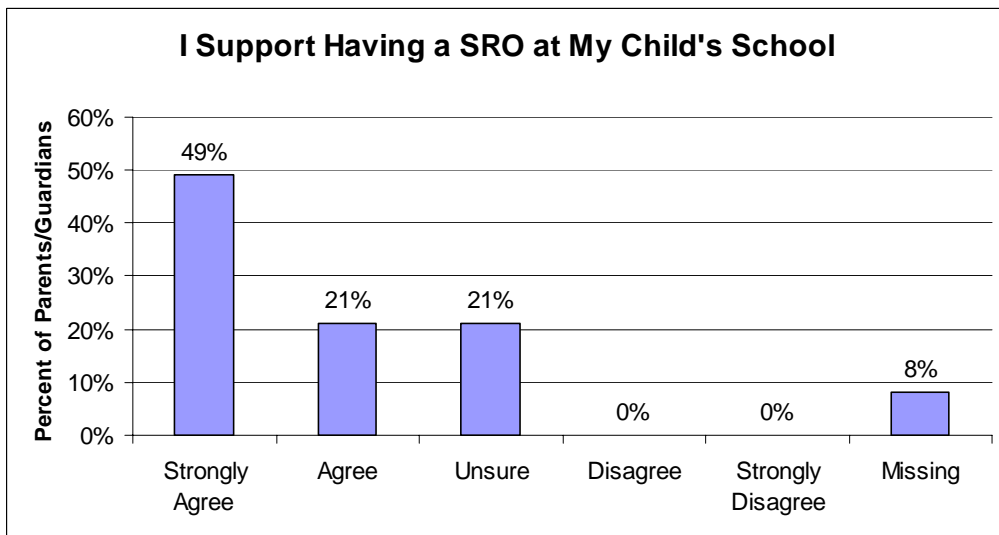
Fifty-nine percent of parents/guardians indicated they agreed or strongly agreed that their child was safe at school (see Figure 25).

Figure 25.



Seventy percent of parents/guardians either agreed or strongly agreed that they supported having an SRO at their child's school (see Figure 26). None of the parents responding either strongly disagreed or disagreed.

Figure 26.



Thirty nine percent of parents/guardians agreed or strongly agreed that they had been informed of the role and responsibilities of the SRO at their child's school, while 37% either disagreed or strongly disagreed (see Figure 27). Thirty-eight percent of parents identified that they had a clear understanding of the roles and responsibilities of the SRO at their child's school, while 26% of parents/guardians disagreed or strongly disagreed

(see Figure 28). Seventy-five percent of parents were not aware of any classroom programs offered within the schools by the SRO.

Figure 27.

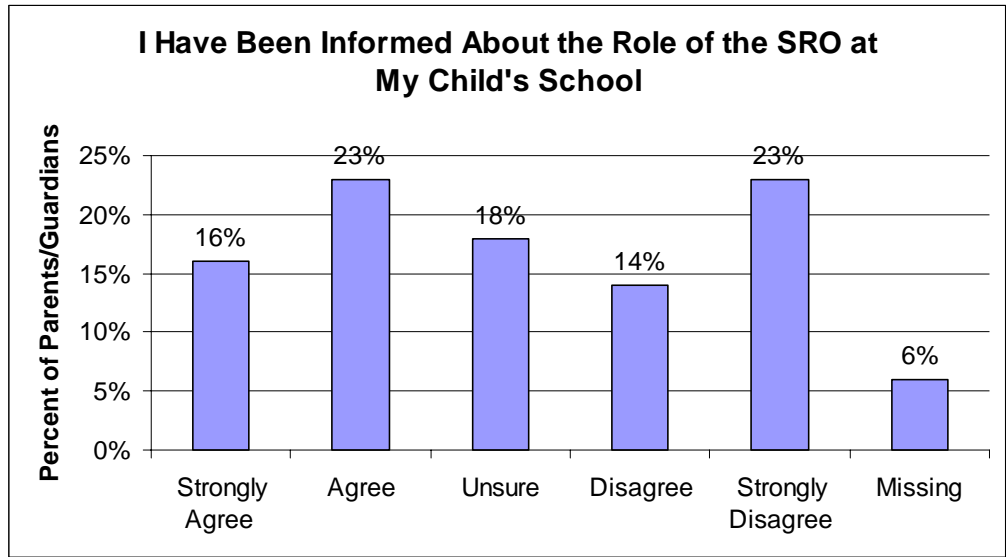
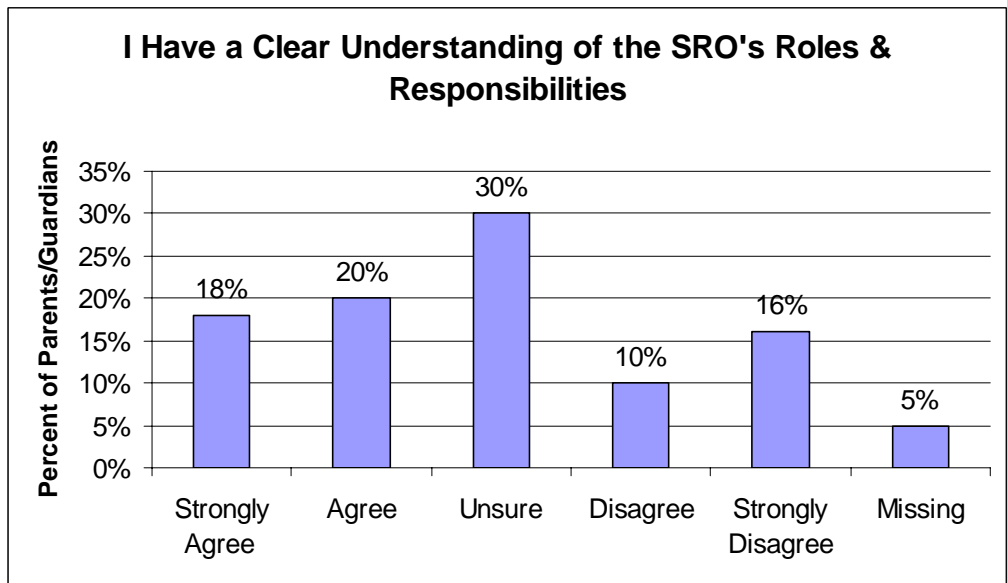
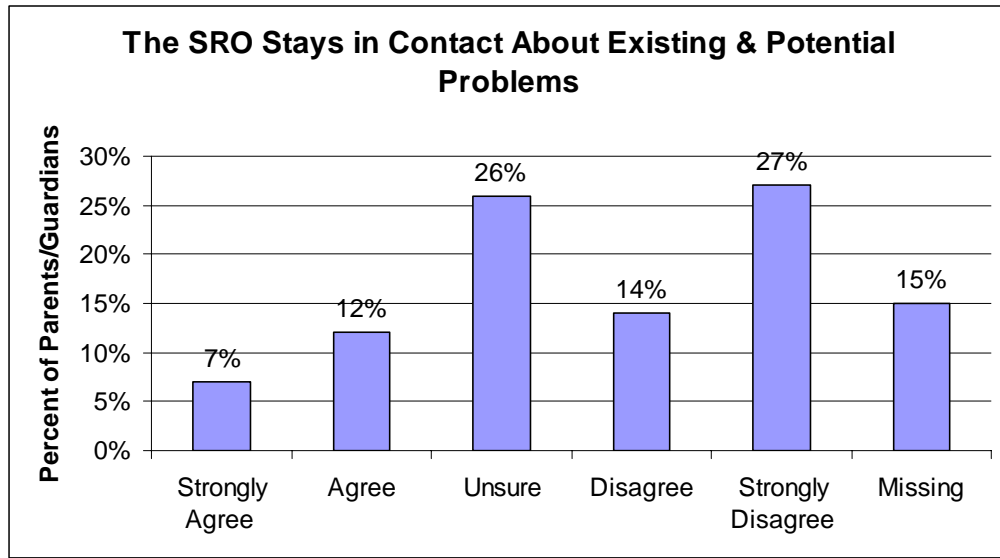


Figure 28.



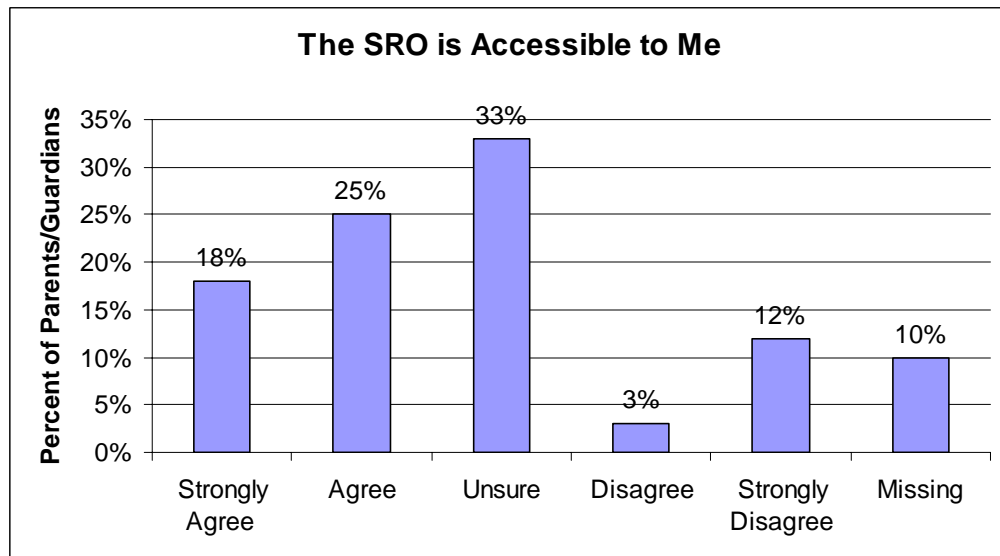
Forty-three percent of parents/guardians agreed or strongly agreed that the SRO was accessible to them. However, forty-one percent of parents indicated they disagreed or strongly disagreed that the SRO stays in contact with them about existing or potential problems (see Figure 29).

Figure 29.



Even though 41% of parents disagreed or strongly disagreed that the SRO informed them of existing or potential problems, 43% of parents agreed or strongly agreed that the SROs is accessible (see Figure 30).

Figure 30.



Many parents were unsure as to the impact the SRO's presence has had on deterring violence and drug activity within the school (see Figure 31 & 32).

Figure 31.

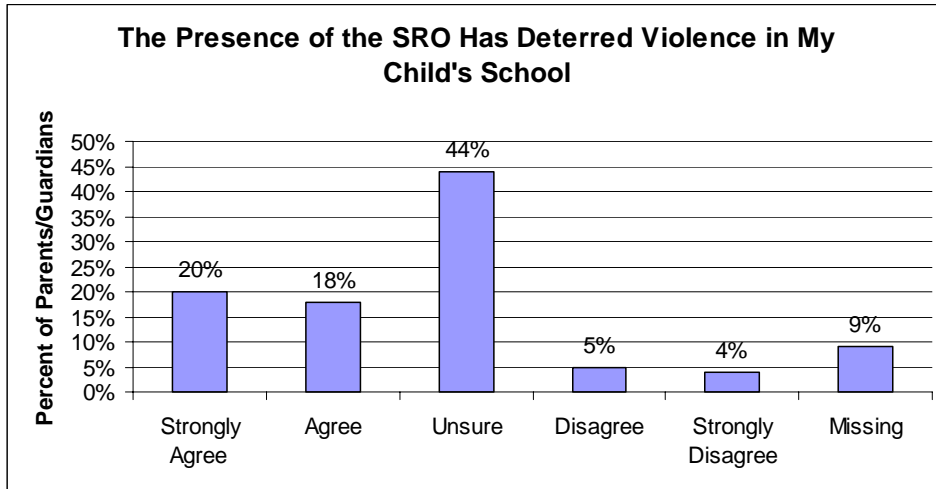
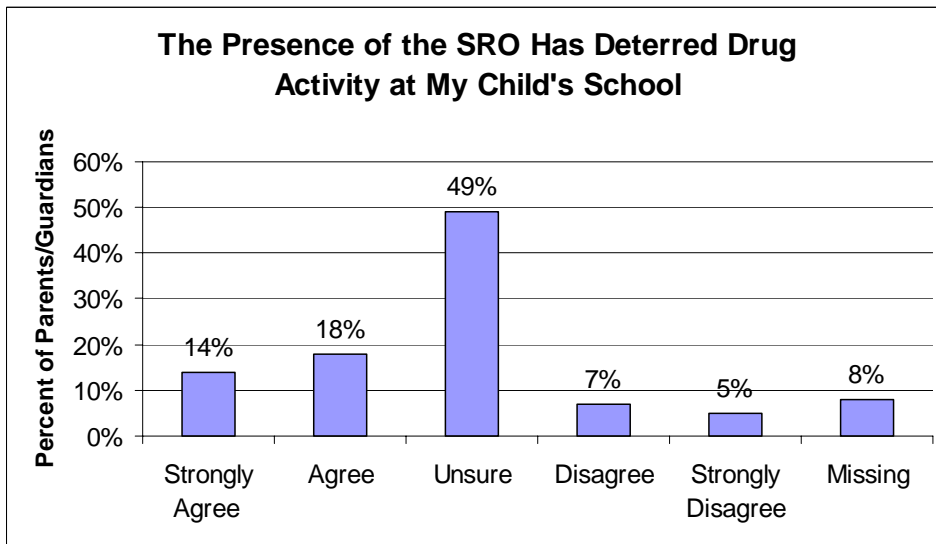
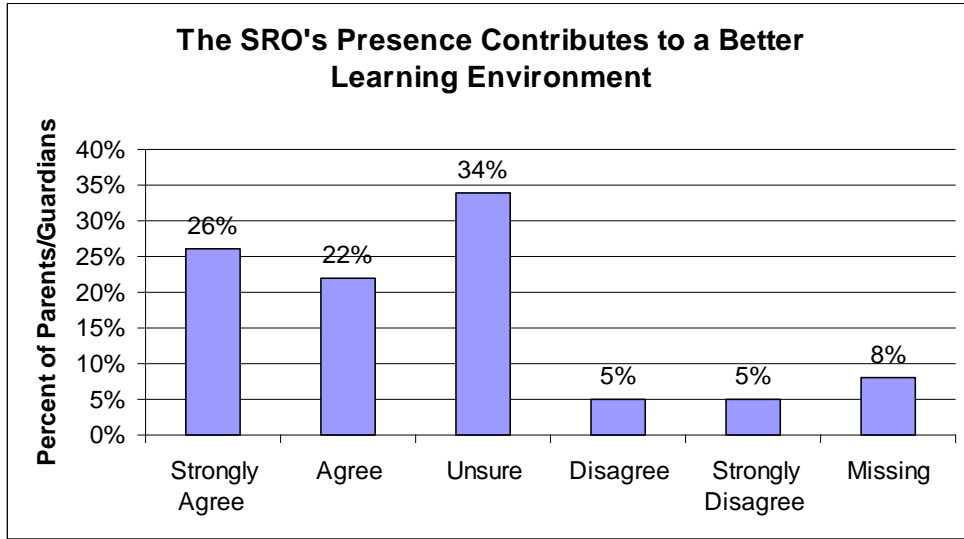


Figure 32.



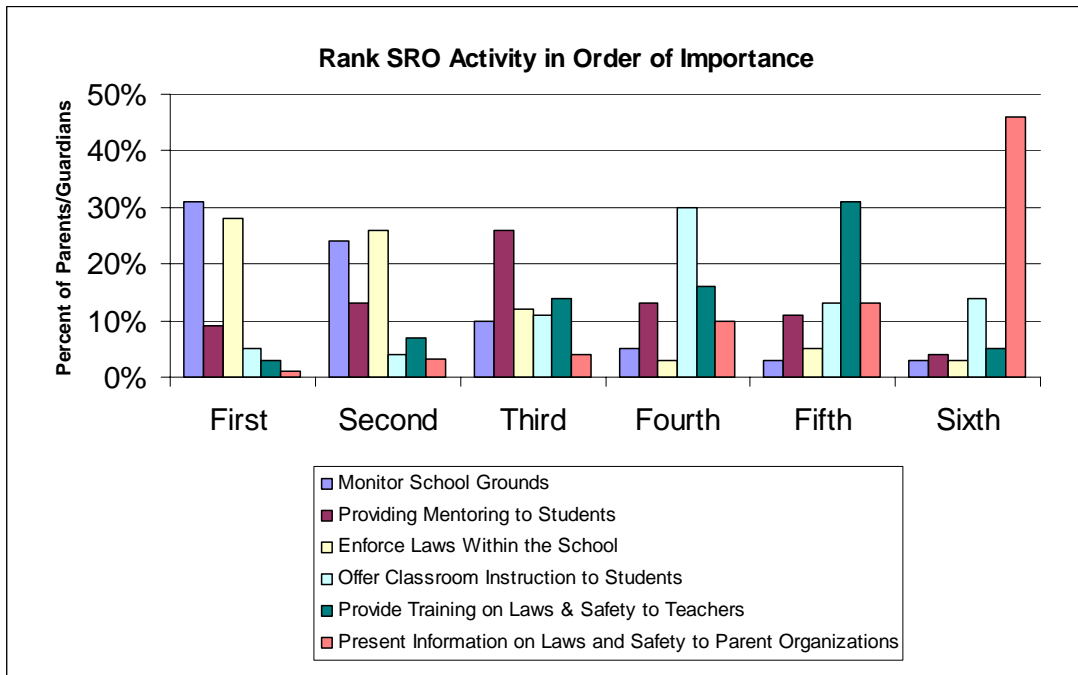
Although uncertain about the impact on violence and drug activity, 48% of parents agreed or strongly agreed that the SRO's presence contributes to a better learning environment (see Figure 33).

Figure 33.



Parents were asked to rank the order of importance of the primary activities of the SRO. Monitoring school grounds was first, enforcing laws within the school was second, providing mentoring to students was third, offering classroom instruction was fourth, providing training on laws and safety to teachers was fifth, and presenting information on laws and safety to parent organizations was sixth (see Figure 34).

Figure 34.

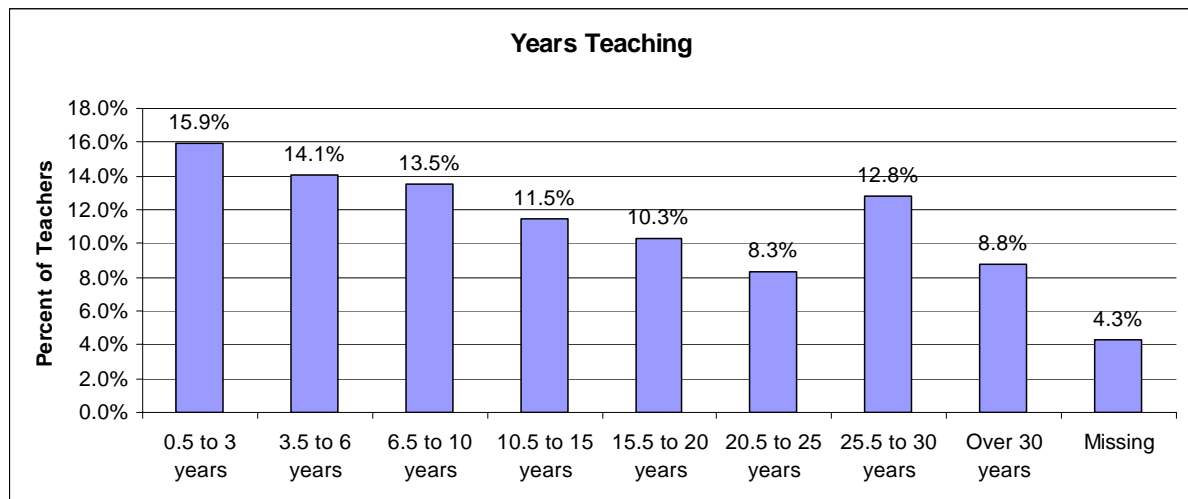


Data suggests that parents are not well informed in regards to the SRO programs at their children's schools; however, the overwhelming majority of parents support the SRO program and identified positive outcomes of the program.

Teacher Data Summary

Seven hundred and two teacher surveys were completed and returned from 13 schools. Of those teachers returning the surveys, 60% percent of teachers were identified as female, and 91% identified themselves as Caucasian. Years of teaching experience varied (see Figure 35). Seventy percent of teachers had ten years or less years of working experience in the current school and the majority of teachers reporting indicated teaching multiple high school grades.

Figure 35.



Ninety-five percent of teachers were able to identify the correct name of the SRO working within their school (Figure 36). Sixty-six percent of teachers indicated they had been informed of the program through staff meeting and 55% indicated they learned of the program through direct contact with the SRO (Figure 37).

Figure 36.

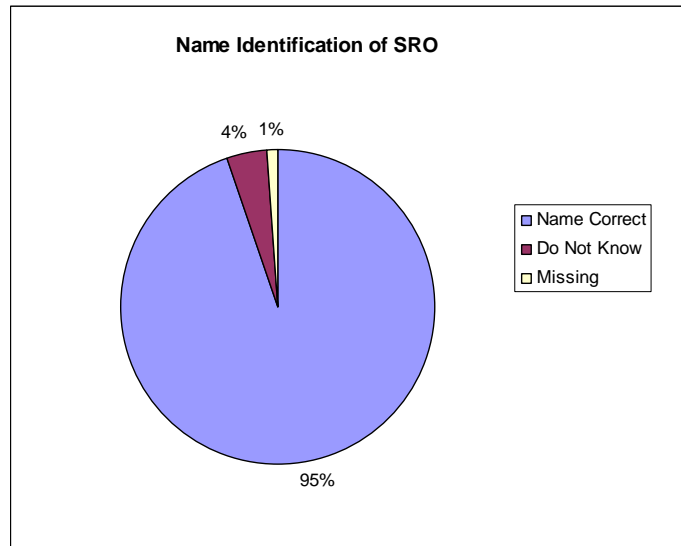
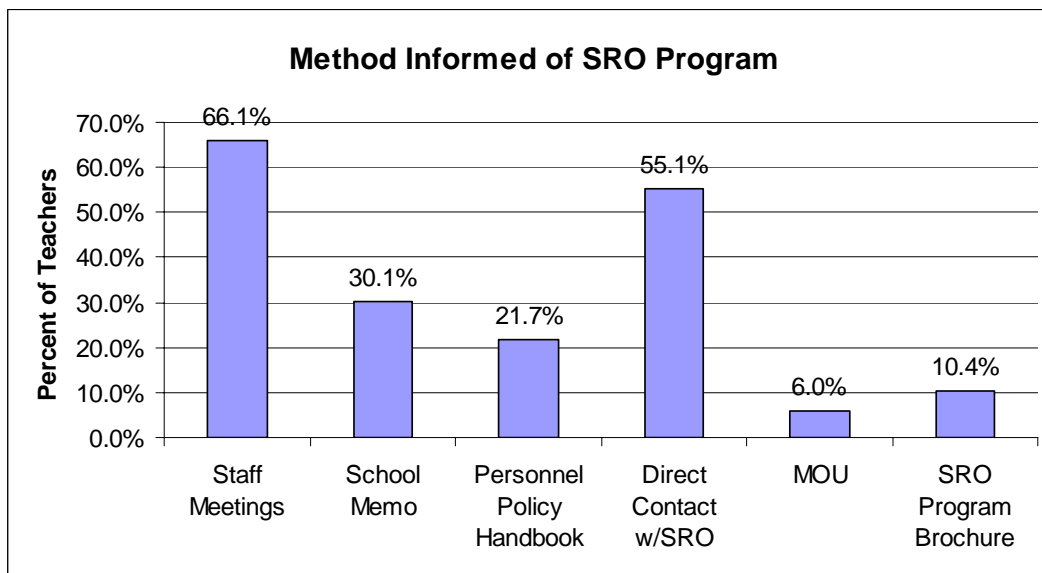
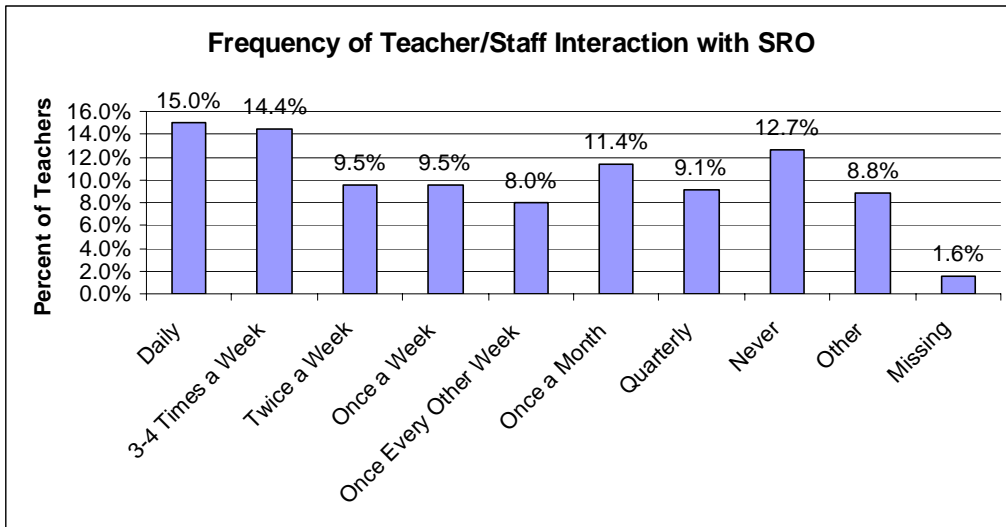


Figure 37.



Forty-eight percent of teachers indicated they had contact with the SRO a minimum of once a week (Figure 38). Thirteen percent of teachers indicated they never had contact with the SRO.

Figure 38.



Only 22% of teachers identified that the SRO had conducted a presentation in his/her classroom (Figure 39). Twenty-three percent of teachers indicated they had attended an SRO presentation outside of his/her own classroom (Figure 40).

Figure 39.

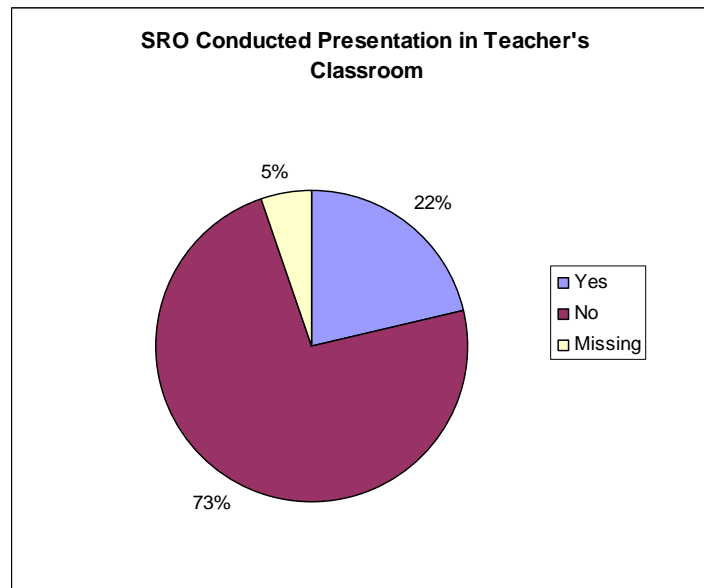
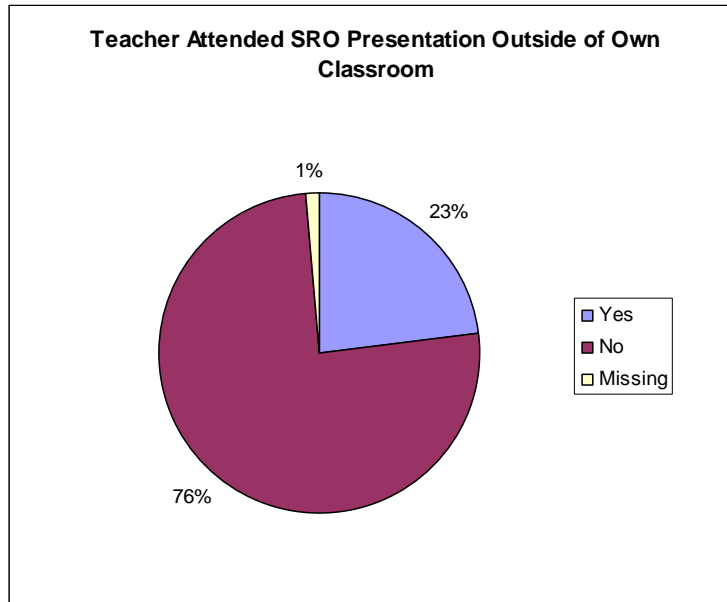
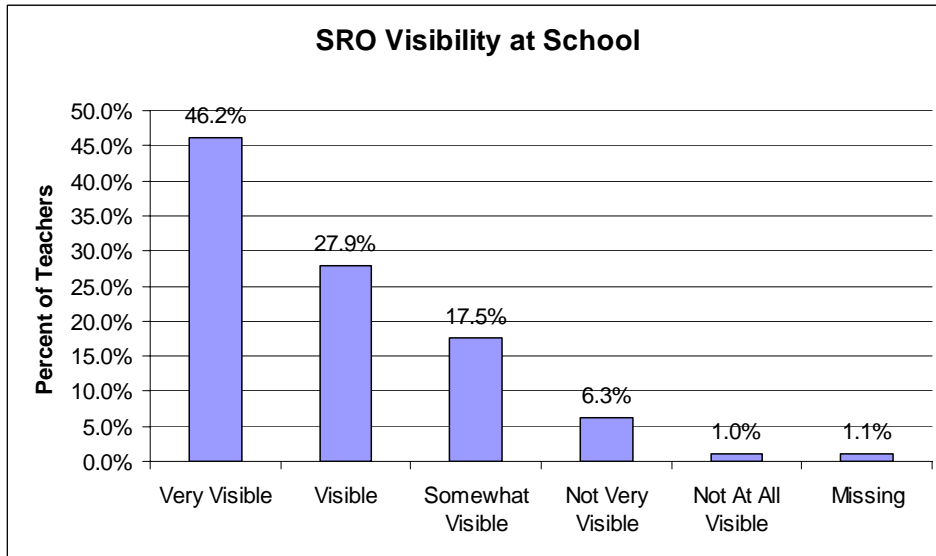


Figure 40.



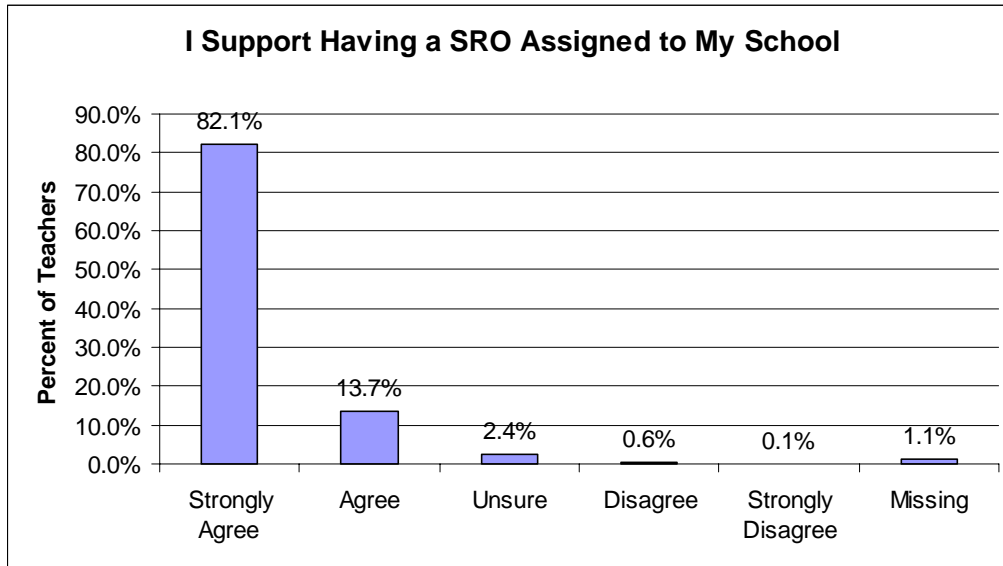
Over 74% of teachers described the visibility of the SRO as “very visible” or “visible” (Figure 41).

Figure 41.



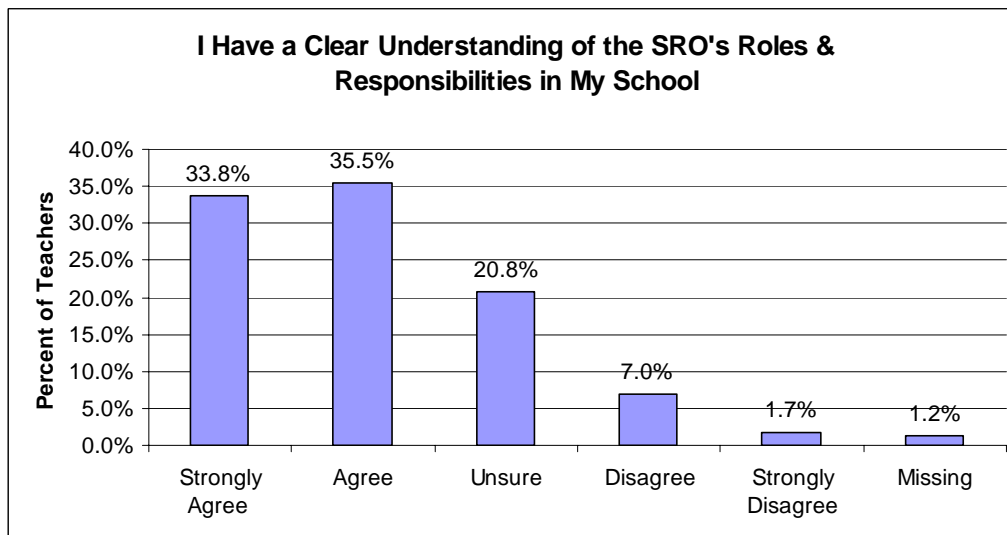
Eighty-two percent of teachers strongly agree that they support having an SRO assigned to their school and an additional 14% agree (Figure 42).

Figure 42.



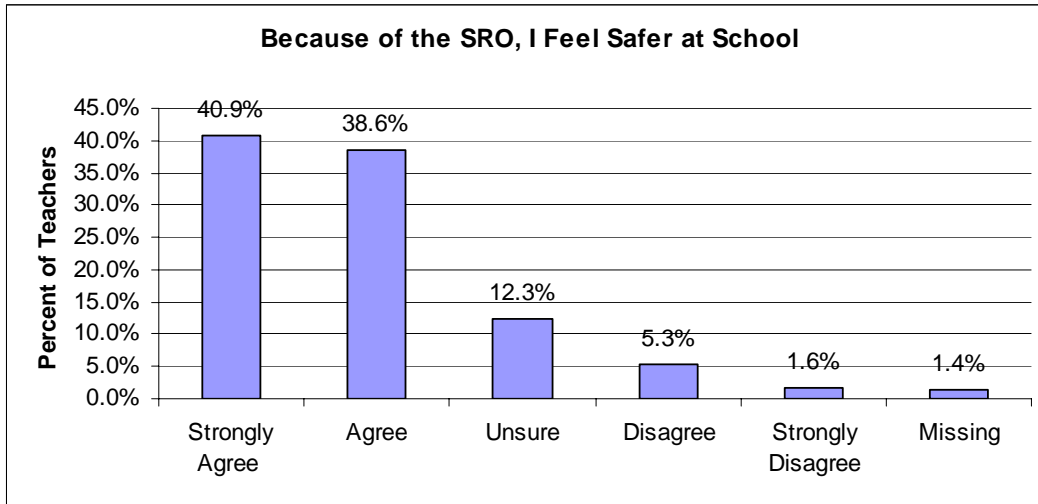
Sixty-nine percent of teachers agree or strongly agree that they have a clear understanding of the SRO's roles and responsibilities within their school (Figure 43). Sixty-seven percent of teachers indicated they feel teachers work with the SRO as a team.

Figure 43.



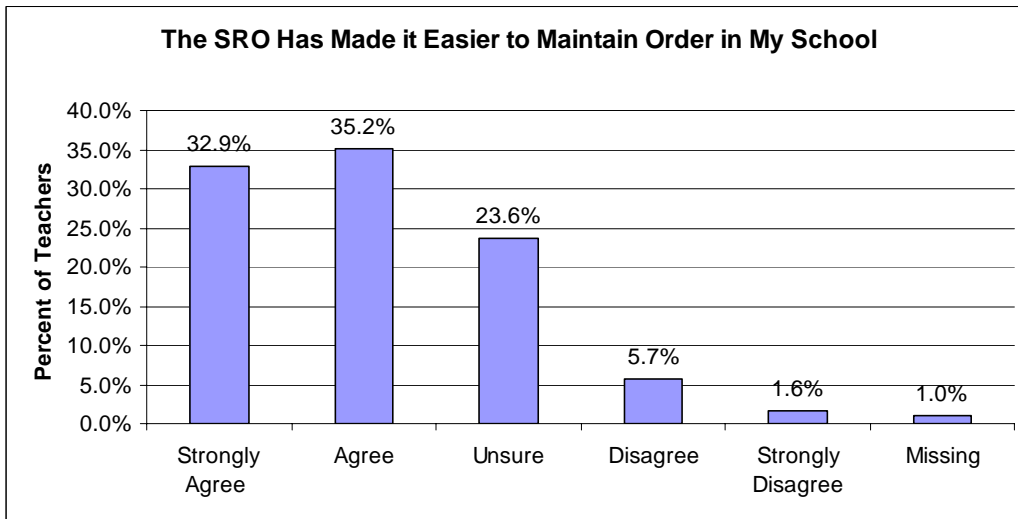
Eighty percent of teachers agree or strongly agree with the statement, “Because of the SRO, I feel safer at school” (Figure 44).

Figure 44.



In addition to feeling safe, 68% of teachers agreed or strongly agreed the SRO made it easier to maintain order within the school (Figure 45).

Figure 45.



Fifty percent of teachers indicated the SRO stayed in contact with them about existing or potential problems (see Figure 46) and 83% of teachers indicated strongly agreeing or agreeing that the SRO is accessible (see Figure 47).

Figure 46.

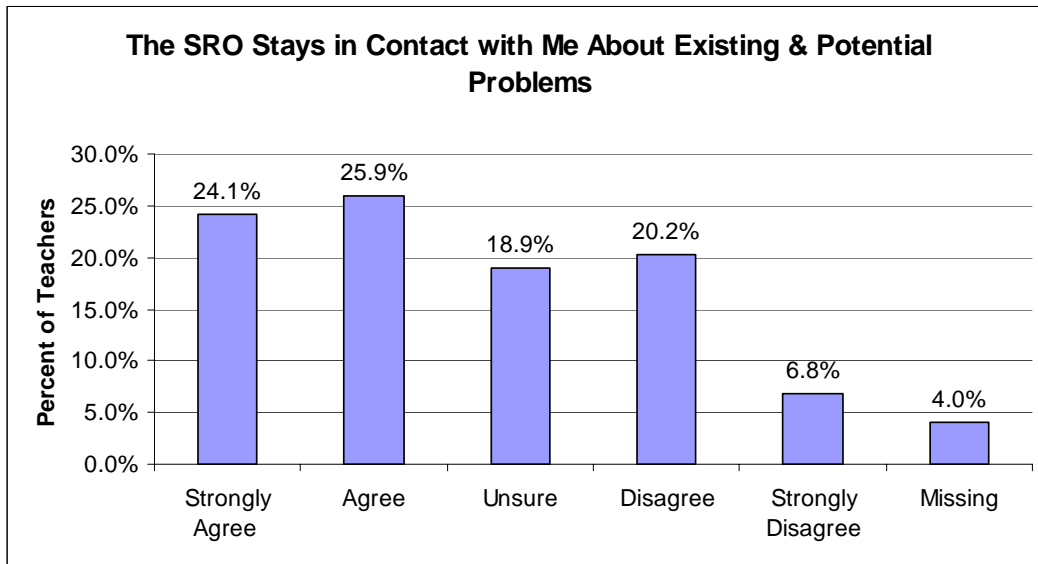
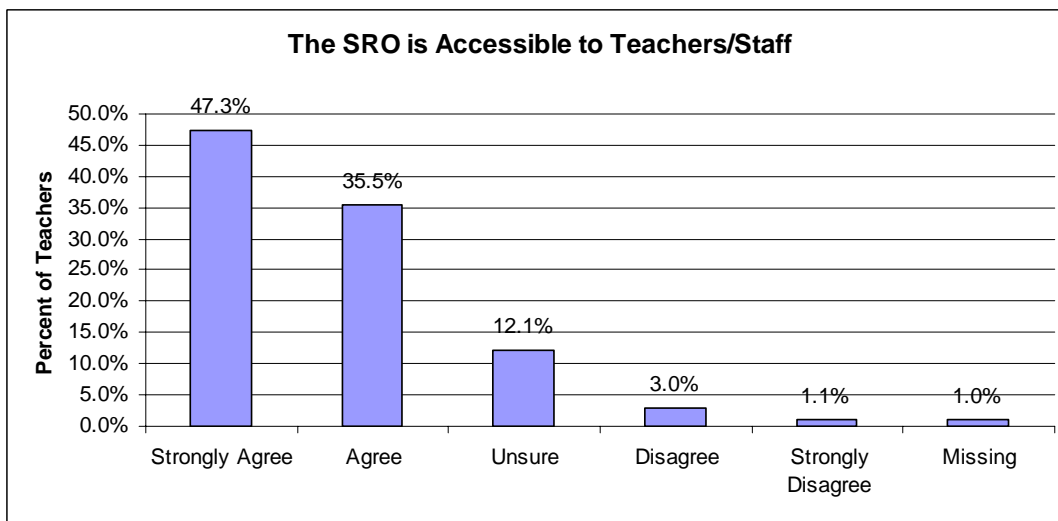


Figure 47.



The majority of teachers identified positive outcomes of the SRO program. Sixty-two percent agreed or strongly agreed that the SRO had improved educator-law enforcement collaboration (see Figure 48), 67% that the SRO contributes to a better learning environment (see Figure 49), 60% that the SRO has reduced fear of crime among teachers and staff (see Figure 50), and 65% indicated the SRO had deterred violence within the school (see Figure 51).

Figure 48.

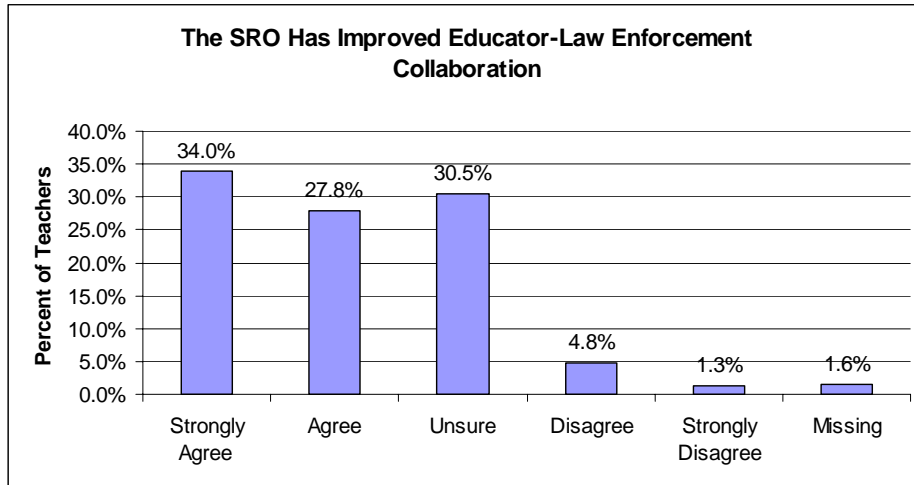


Figure 49.

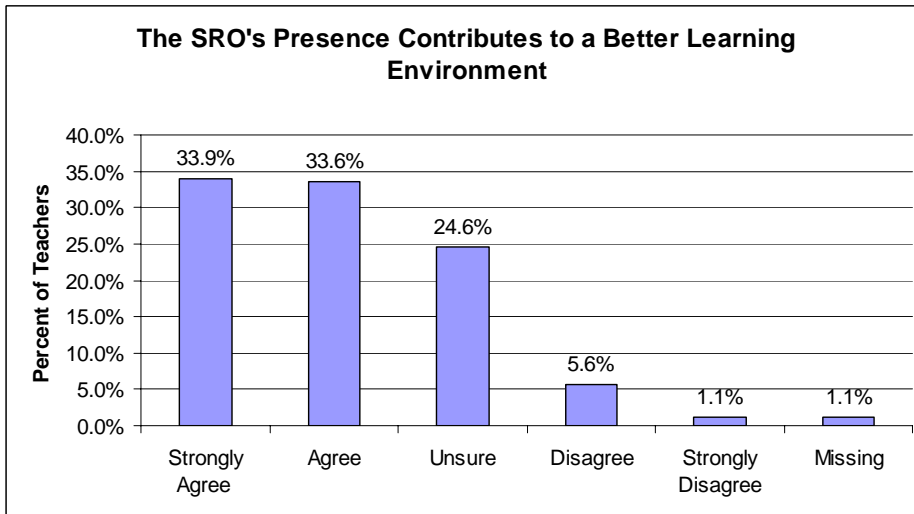


Figure 50.

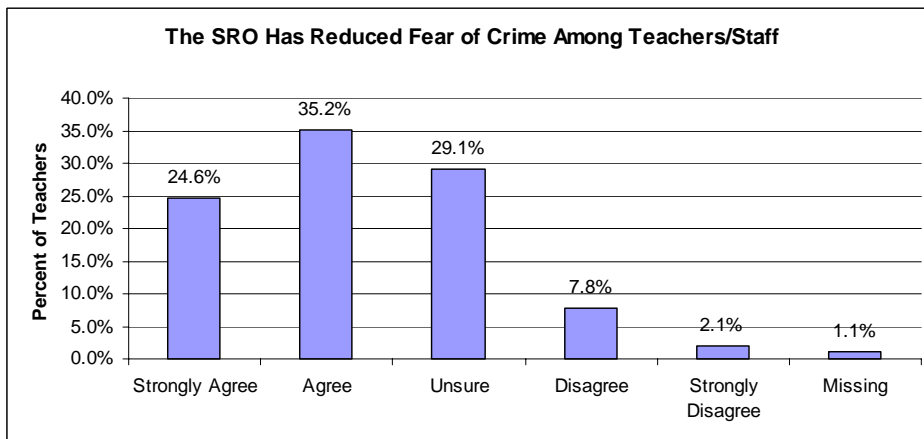
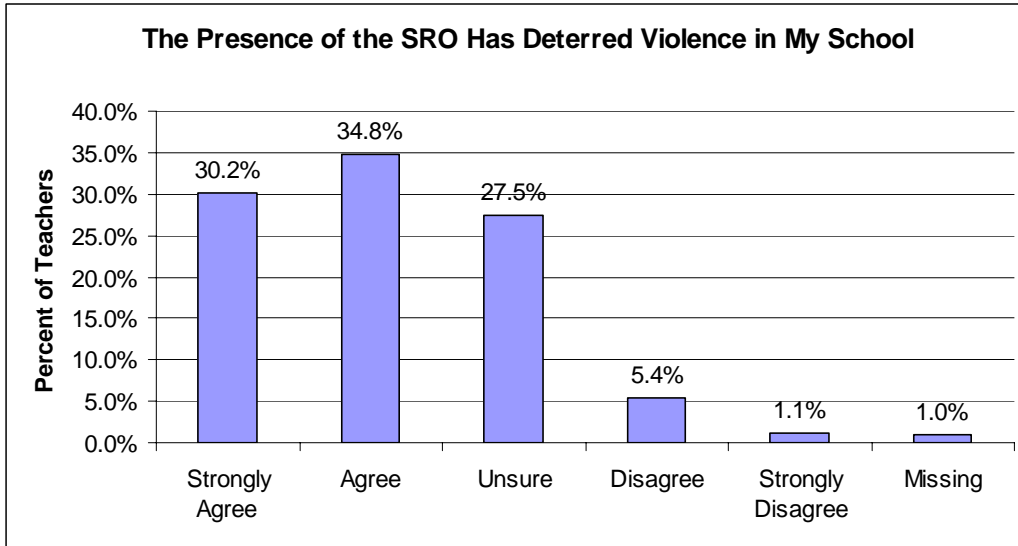
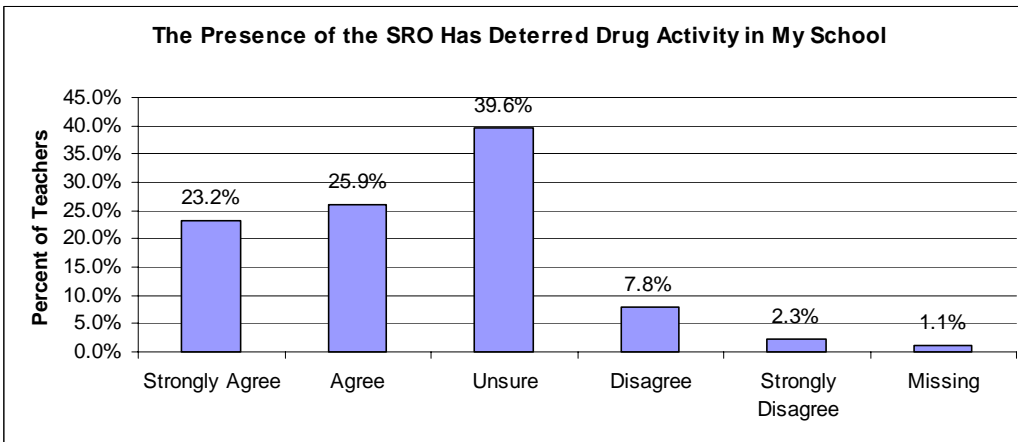


Figure 51.



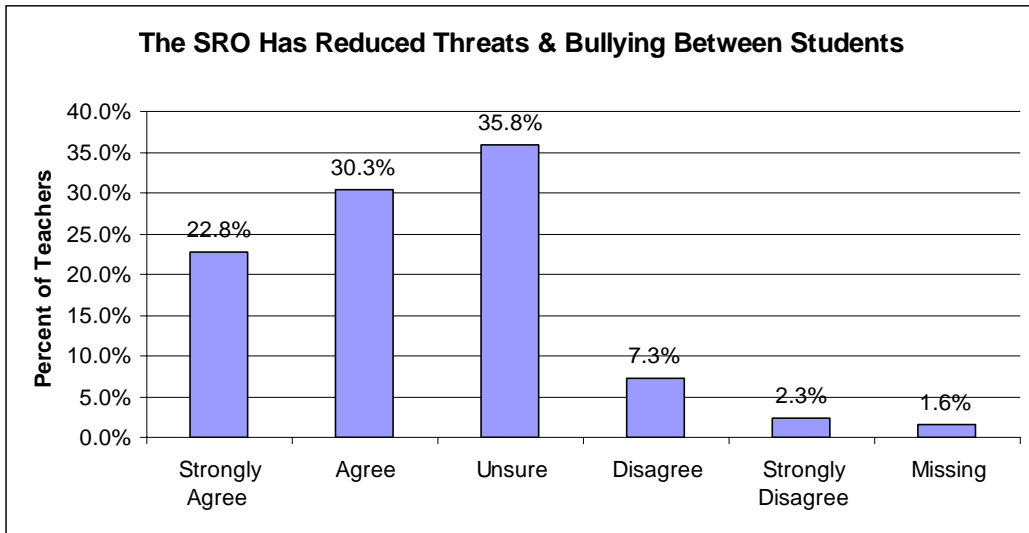
Although 50% of teachers agreed or strongly agreed that the SRO had deterred drug activity, teachers were less certain of this outcome than others. Forty percent were unsure of the SRO's impact on drug activity within the school (see Figure 52).

Figure 52.



In addition, 53% of teachers agreed or strongly agreed that the SRO had reduced threats and bullying among students, but were less certain of this outcome than others. Thirty six percent of teachers were unsure of the SRO's impact on bullying and threats among students in the school (see Figure 53).

Figure 53.



Sixty-nine percent of teachers view the SRO as a resource to access community-based programs (see Figure 54), and 60% of teachers identified an overall improvement in school climate since the beginning of the SRO program within their school (see Figure 55).

Figure 54.

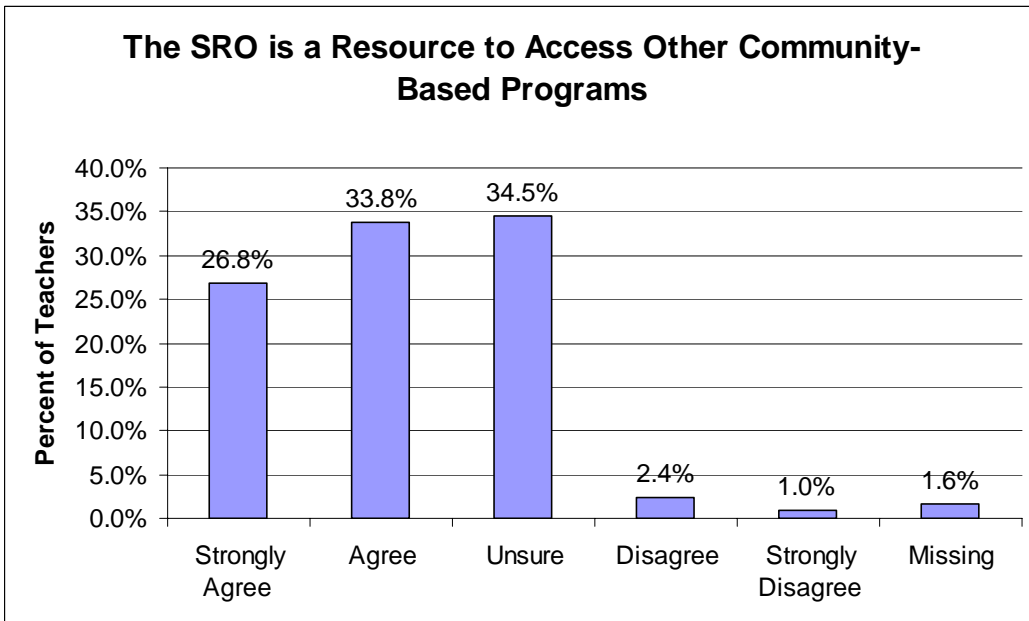
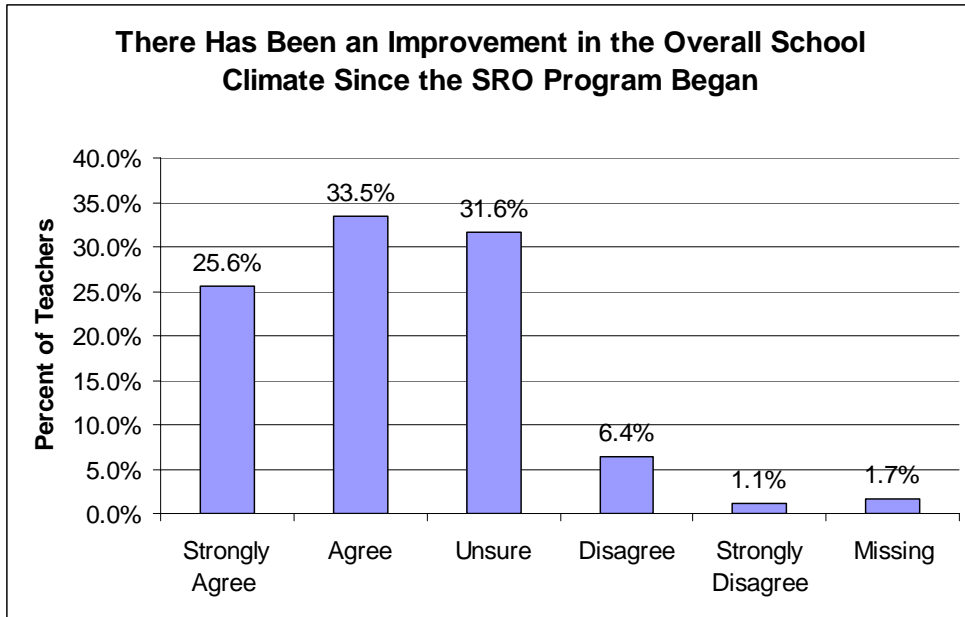
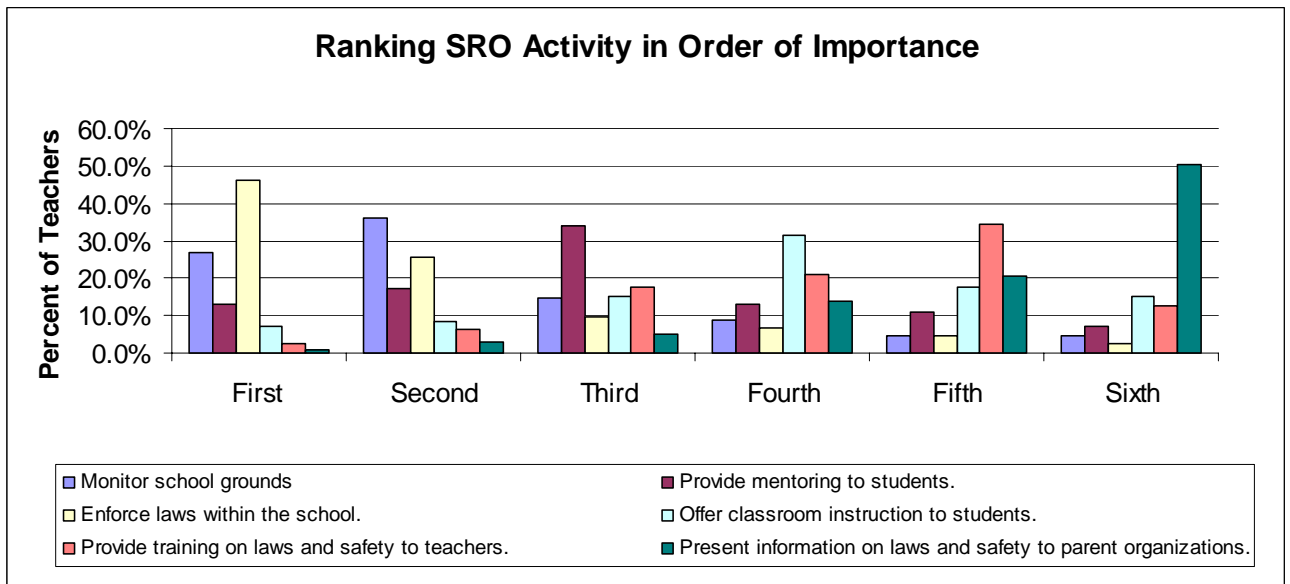


Figure 55.



Teachers were asked to rank the importance of SRO activities. Their responses mirrored those provided by the parents, ranking enforcement of laws as the most important activity followed by monitoring of schools grounds. Mentoring to students was third, offering classroom instruction to students was fourth, providing training on laws and safety to teachers was fifth, and presenting information on laws and safety to parent organizations was last (see Figure 56).

Figure 56.



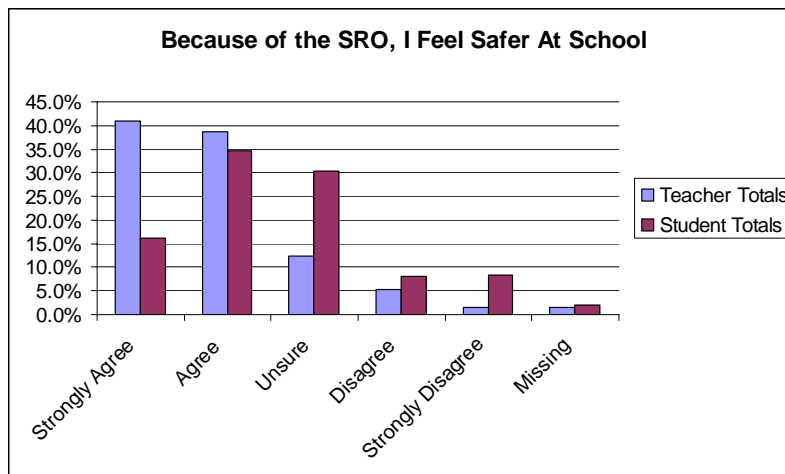
The teacher survey data indicates that the majority of teachers have awareness; however, the majority of teachers have not been exposed to SRO classroom presentations. The overwhelming majority of teachers support the SRO program and identify positive outcomes from the program.

Teacher, Parent, and Student Comparisons

Comparisons were made when possible between the three survey respondent groups: student, parent, and teacher. Overall, the teachers responded most favorable regarding the SRO program and its impact.

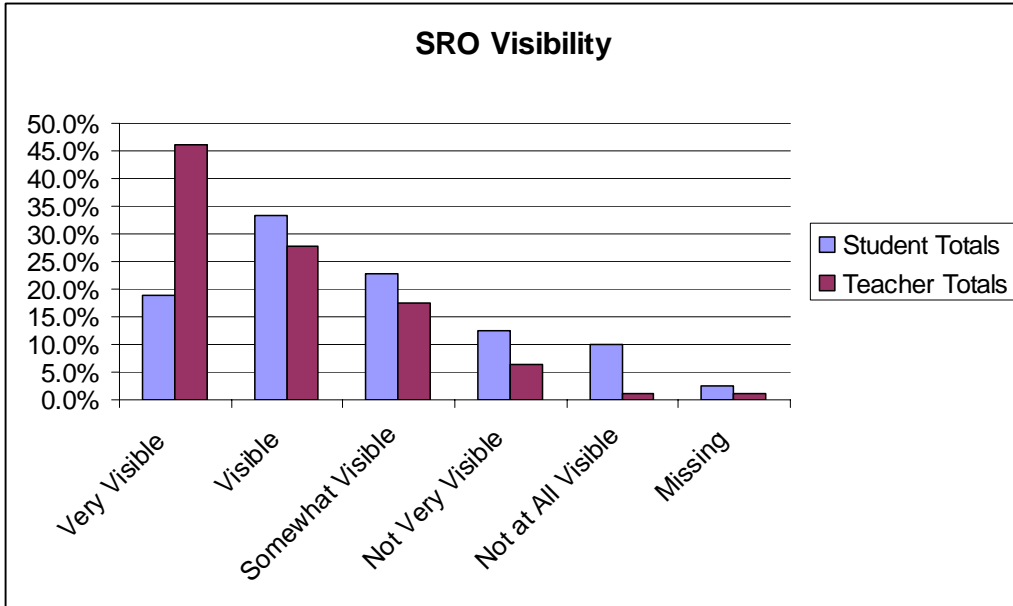
Teachers were more likely to strongly agree and agree that they feel safer at school because of the SRO. Although the majority of students also either agreed or disagreed, students were more likely than teachers to be unsure or to disagree or strongly disagree (see Figure 57).

Figure 57.



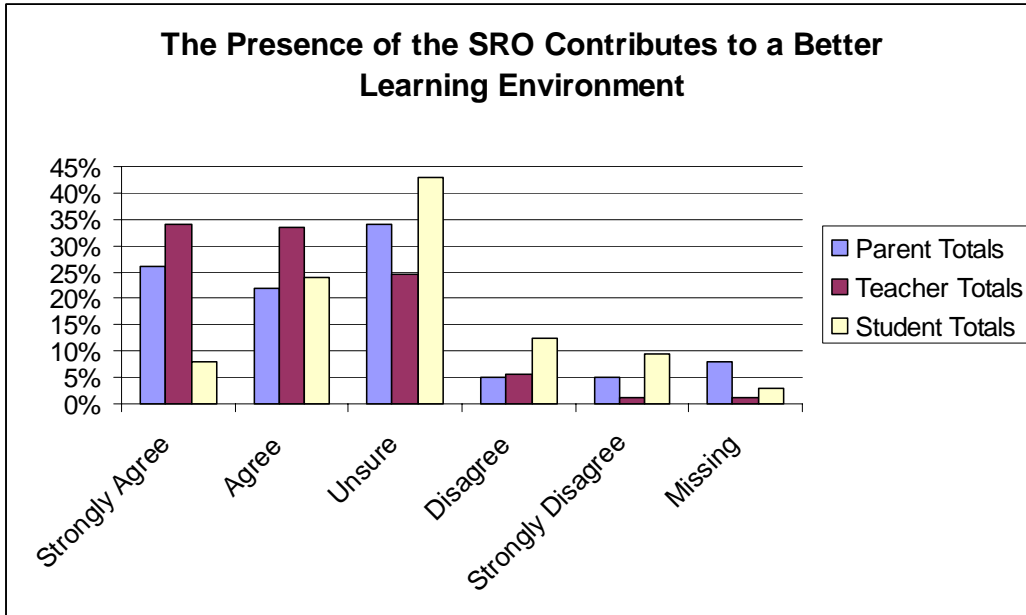
Teachers were more likely than students to describe the SRO's visibility at very visible (see Figure 58).

Figure 58.



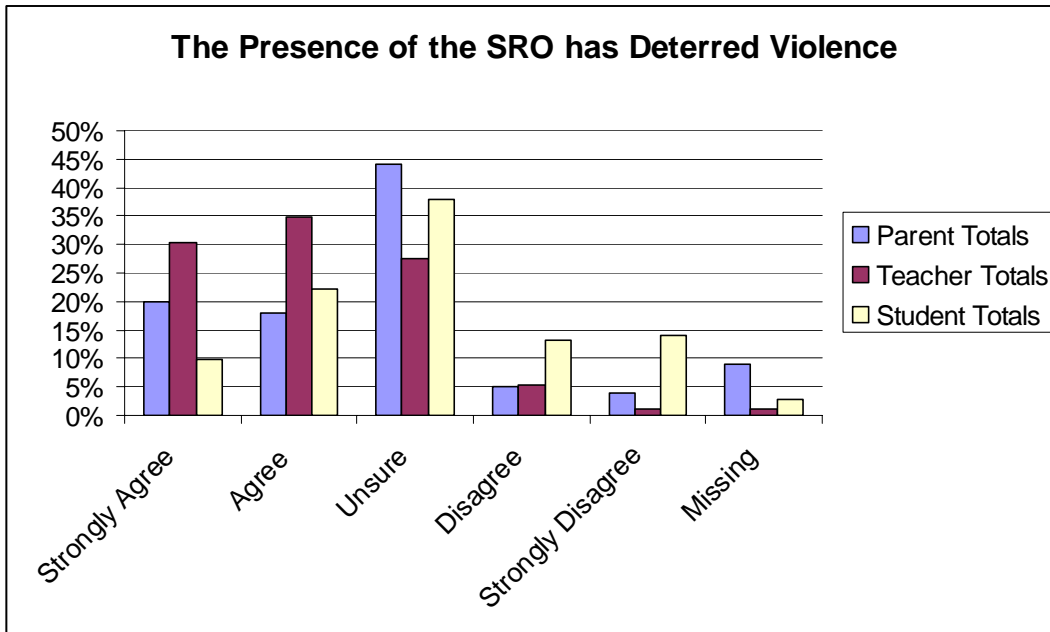
Teachers reported most favorably that the SRO contributes to a better learning environment, while students were less sure (see Figure 59).

Figure 59.



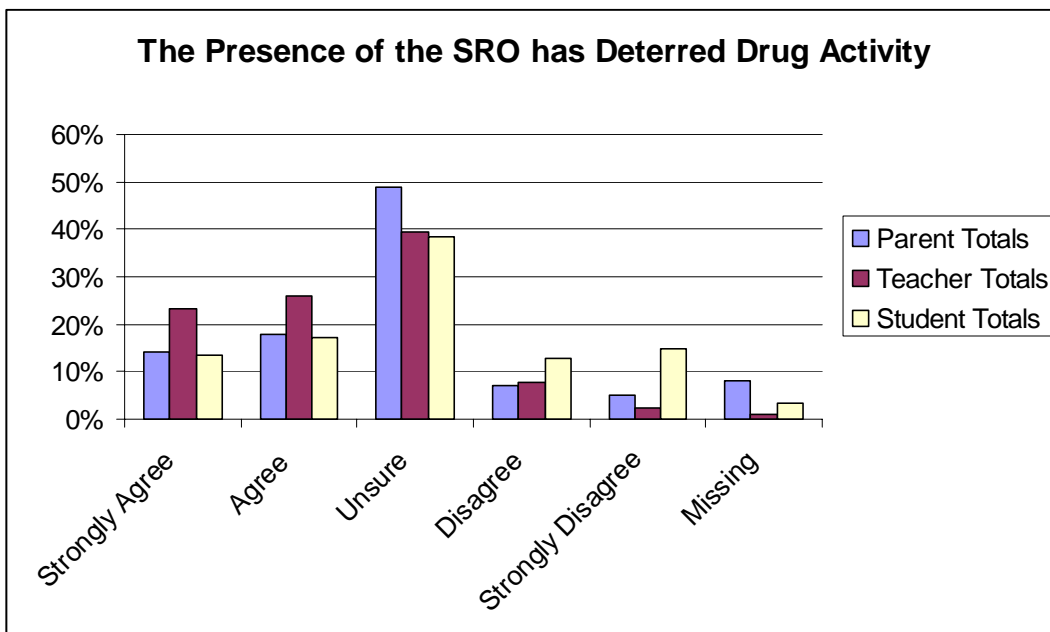
Teachers reported most favorably that the SRO has deterred violence within school (see Figure 60). Parents were the most likely to be unsure as to the SRO's impact on violence.

Figure 60.



All three groups identified being most unsure about the SRO's impact on drug activity in school (see Figure 61).

Figure 61.



Overall, teachers responded more favorably regarding SRO outcome data than parents and students. Students were the most unsure of SRO program outcomes.

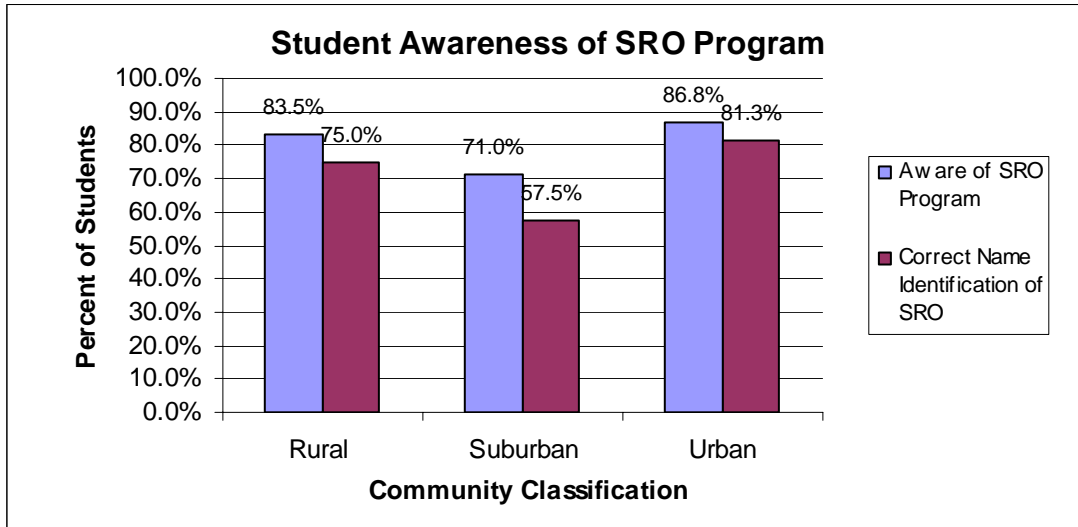
Community Data Comparisons

Student Community Comparisons

Student surveys were broken down in order to compare the responses from rural, suburban, and urban students to identify any notable differences among the populations. Three schools were classified as rural (N=1,565), five of the schools were classified as suburban (N=1,267), and four schools were classified as urban (N=614).

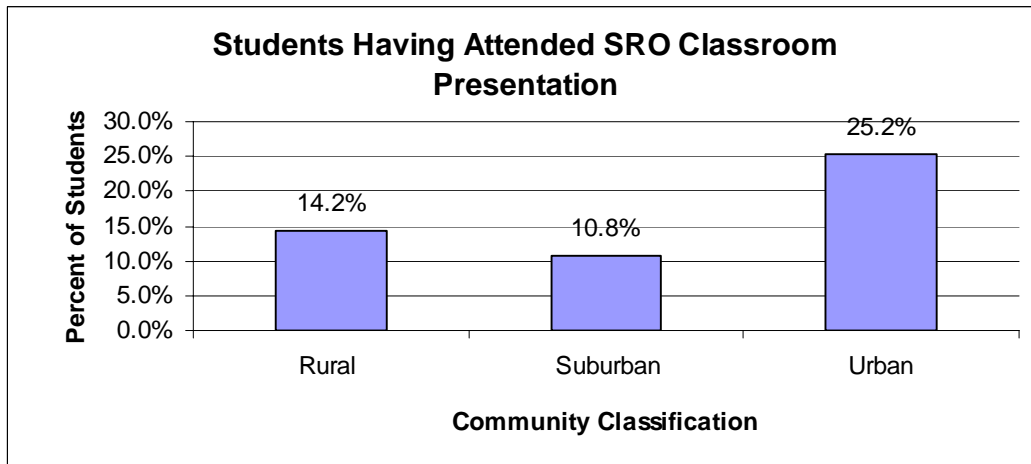
Urban school students reported a greater awareness of the SRO program within their school, followed by rural students (see Figure 62).

Figure 62.



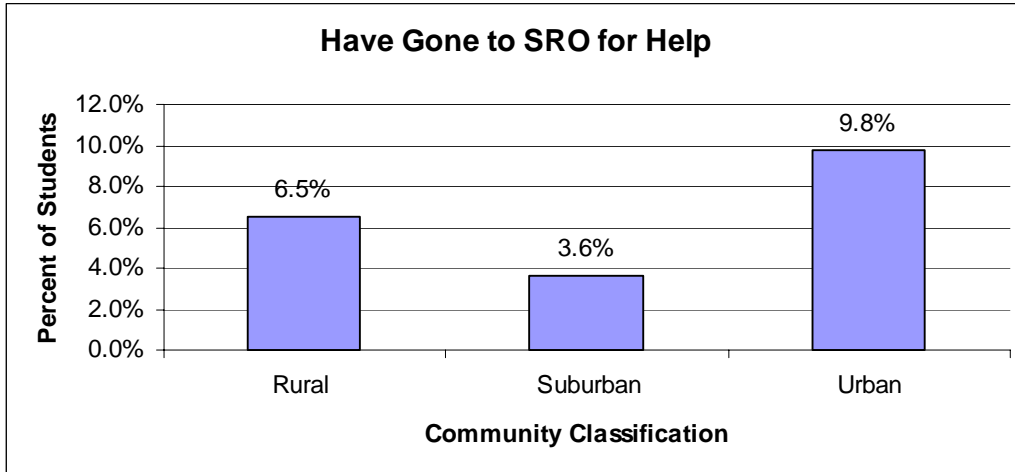
Urban students were more likely to have attended an SRO classroom presentation (25%) than rural students (14%) or suburban students (11%) (see Figure 63).

Figure 63.



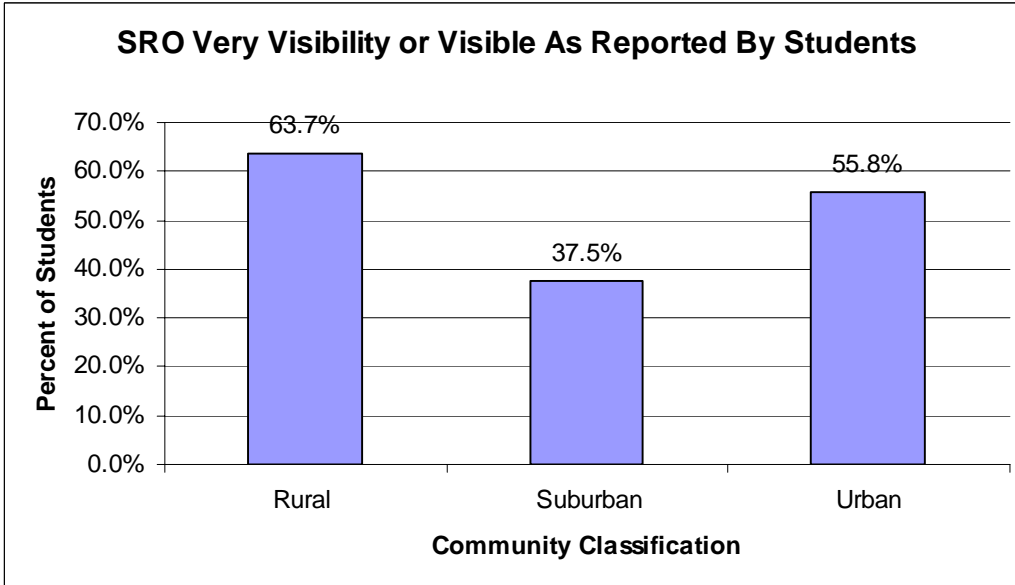
Urban students were more likely to report having gone to the SRO for help (10%) (see Figure 64).

Figure 64.



Rural students were more likely to identify the SRO as being very visible or visible than urban or rural students (see Figure 65).

Figure 65.



Urban students were more likely to report being afraid of physical harm by other students on school grounds (see Figure 66). Rural students, however, were more likely to identify feeling safer because of the SRO (see Figure 67) and identified feeling more comfortable talking to the SRO (see Figure 68).

Figure 66.

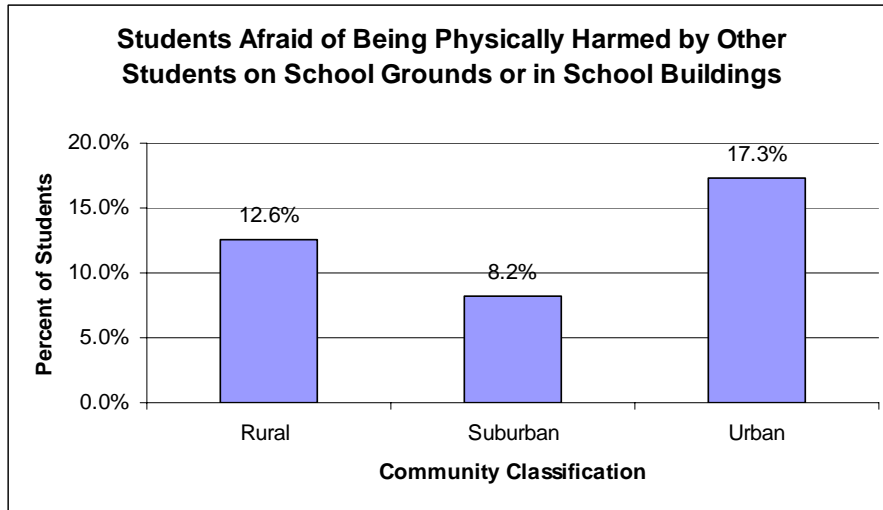


Figure 67.

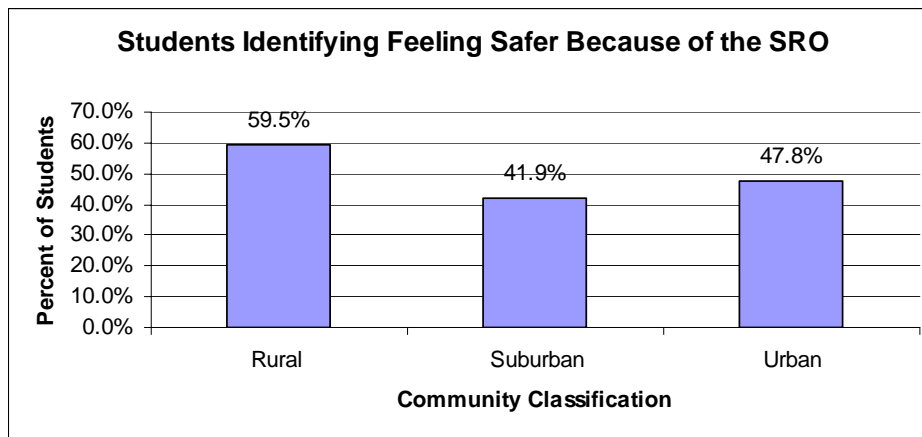
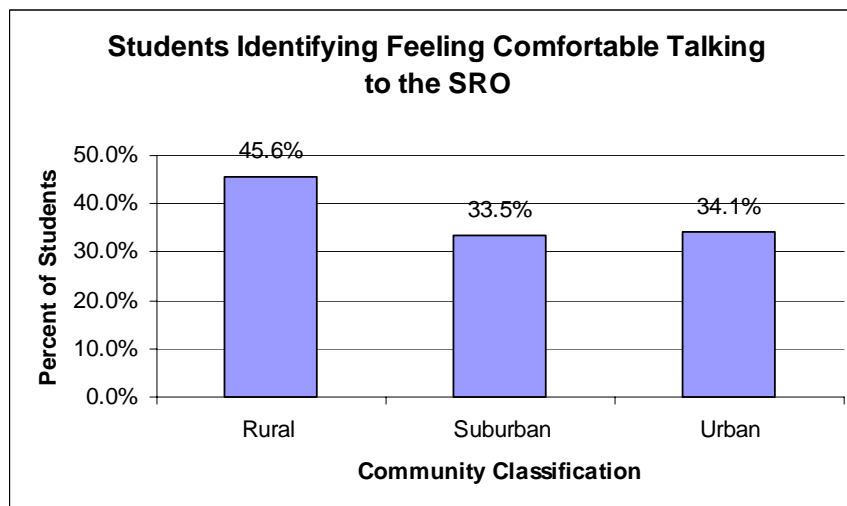
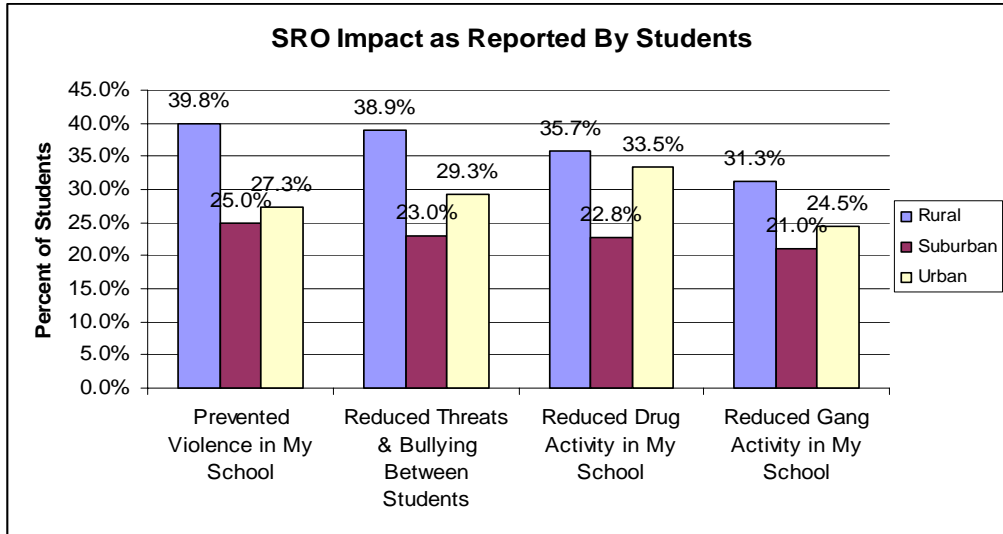


Figure 68.



Rural students were more likely to report agreeing or strongly agreeing that the SRO has prevented violence in school, reduced threats and bullying between students, reduced drug activity, and reduced gang activity (see Figure 69). Suburban students were least likely to report favorable outcomes of the SRO program.

Figure 69.

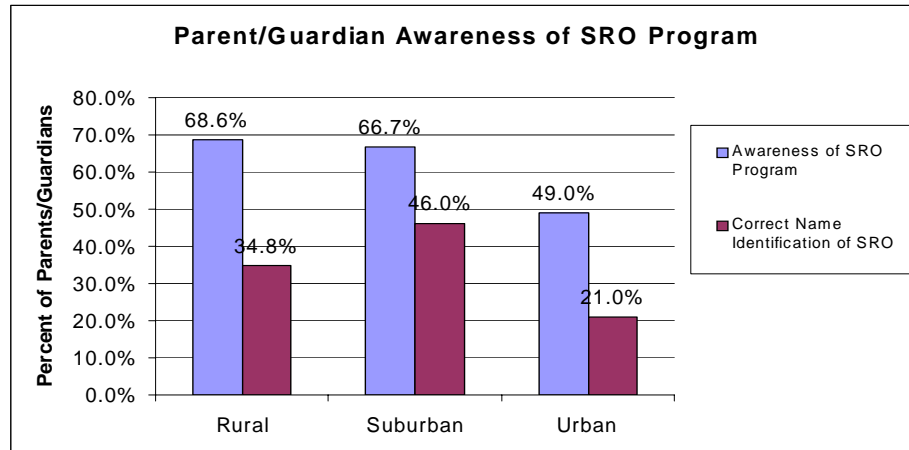


Parent/Guardian Community Comparisons

Parent/Guardian surveys were subdivided into community classifications. Of the schools participating in the parent surveys, four were classified at rural (N=105), five as suburban (N=87), and five as urban (N=100).

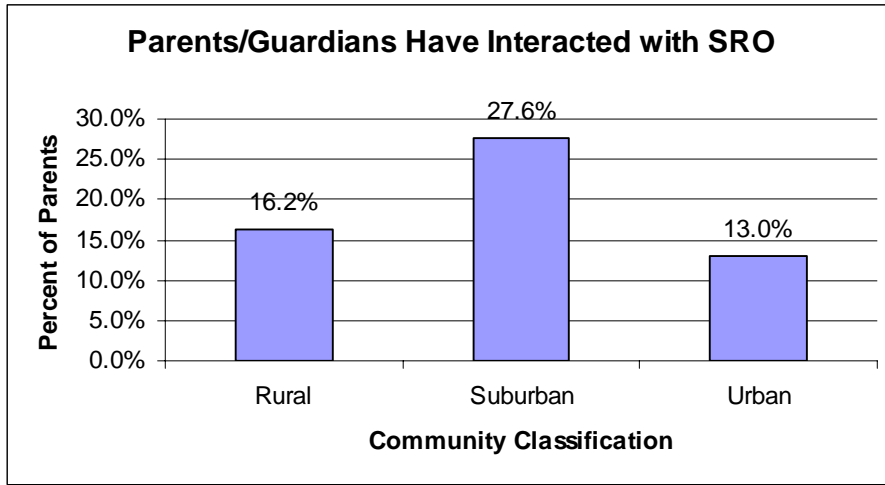
Of those parents participating rural parents were more likely to be aware of the SRO program in their child’s school while urban parents were least likely to be aware; however, suburban parents were the most likely to correctly identify the name of the SRO functioning within their child’s school (see Figure 70).

Figure 70.



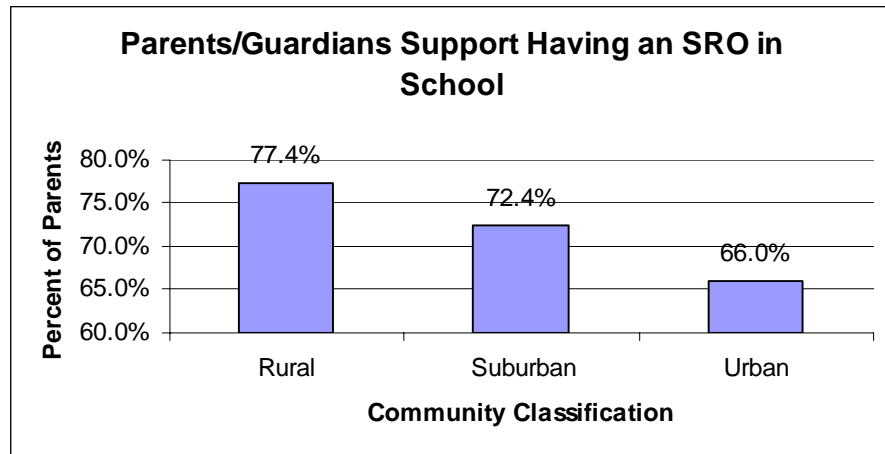
Suburban parents were more likely to have interacted with the SRO (see Figure 71).

Figure 71.



Rural parents showed the most support for having a SRO in their child's school (see Figure 72).

Figure 72.



Urban parents were least likely to identify having a clear understanding of the SRO's roles and responsibilities (see Figure 73) and the least likely to identify the SRO as being accessible (see Figure 74).

Figure 73.

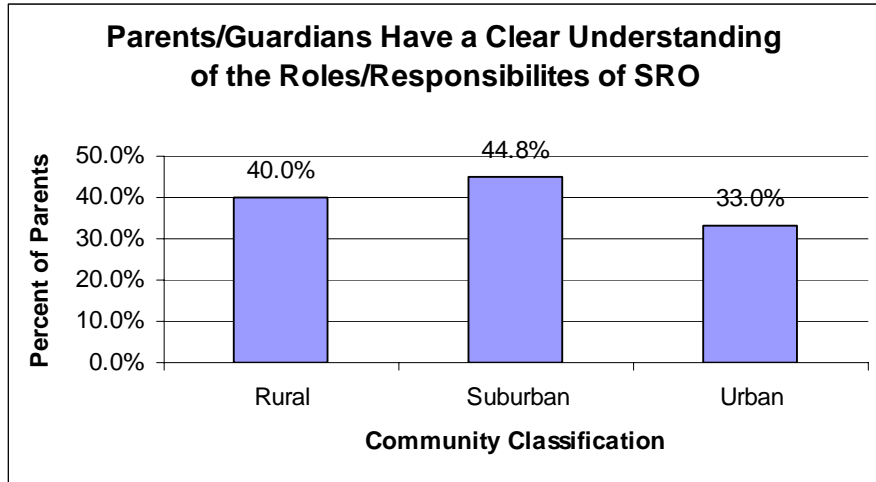
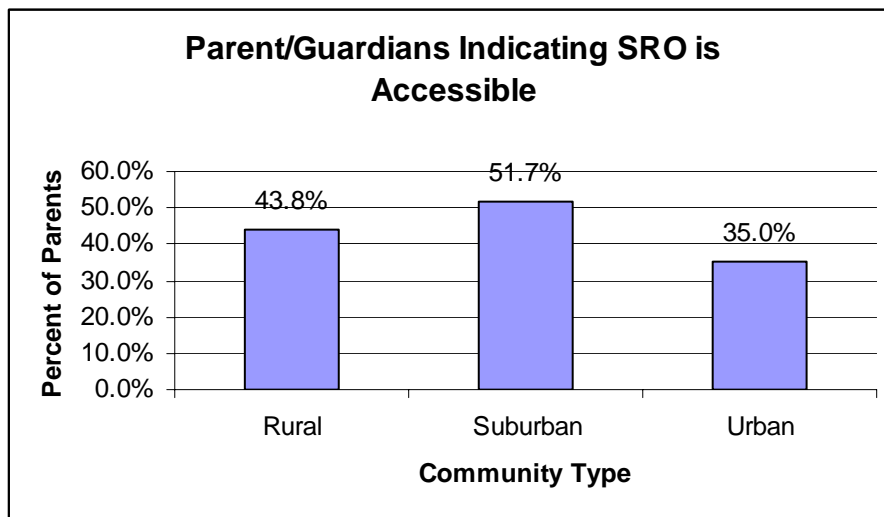
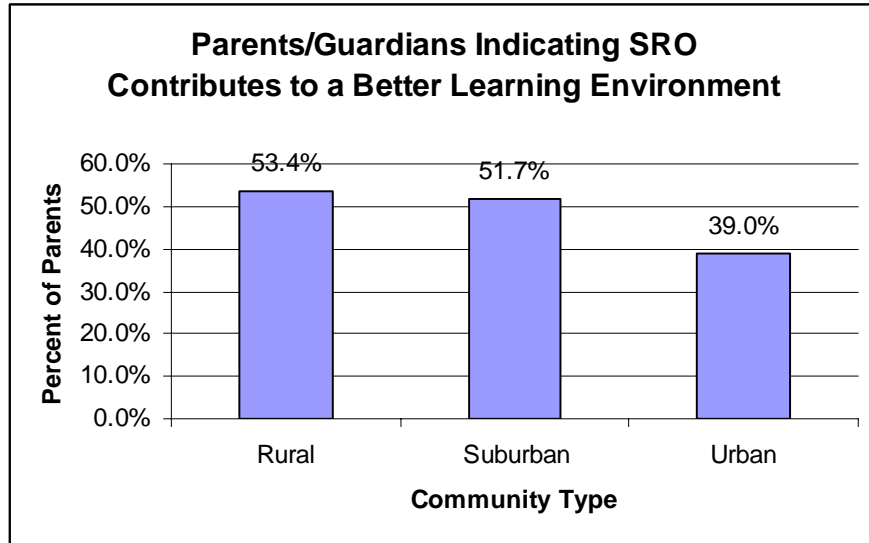


Figure 74.



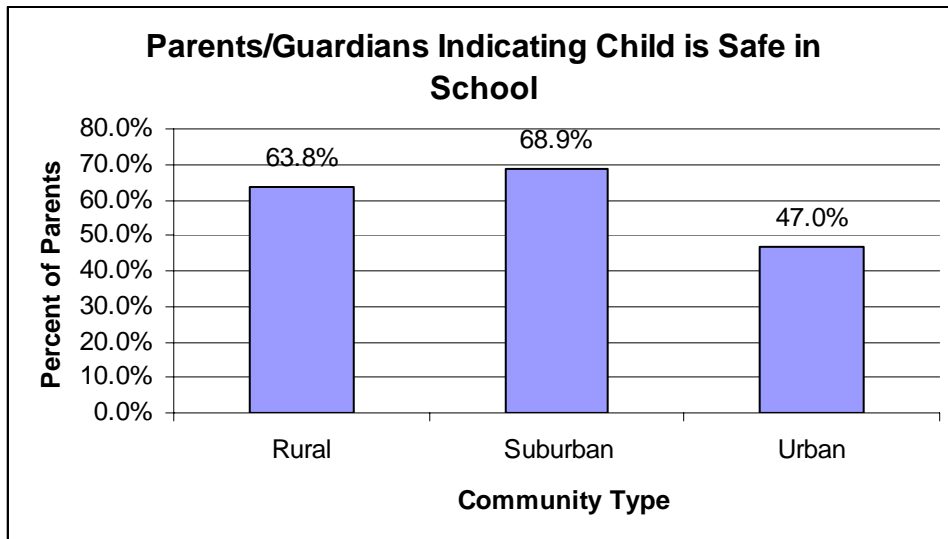
Over 50% of rural and suburban parents indicated the SRO contributes to a better learning environment; however, only 39% of rural parents responded favorably (see Figure 75).

Figure 75.



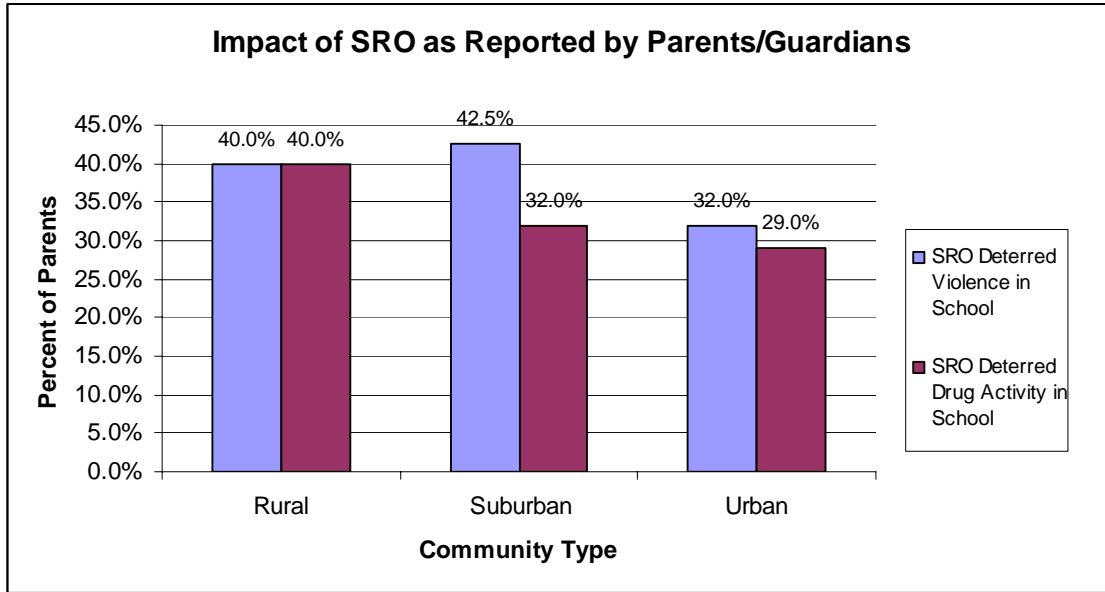
Over 60% of both rural and suburban parents indicated they felt their child was safe in school while only 47% of urban parents felt their child was safe in school (see Figure 76).

Figure 76.



Parents in all three communities are more positive about the SROs impact on deterring violence and drug activity than students; however, teachers are much more likely to report positive impact of SROs on such activities (see Figure 77).

Figure 77.

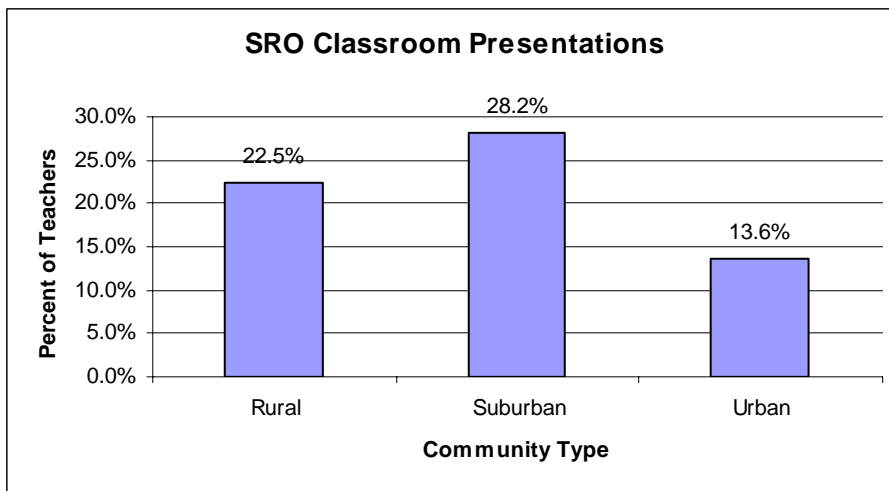


Teacher Community Comparisons

Of the surveys received, three schools were rural (N=213), five were suburban (N=252), and five were urban (N=236).

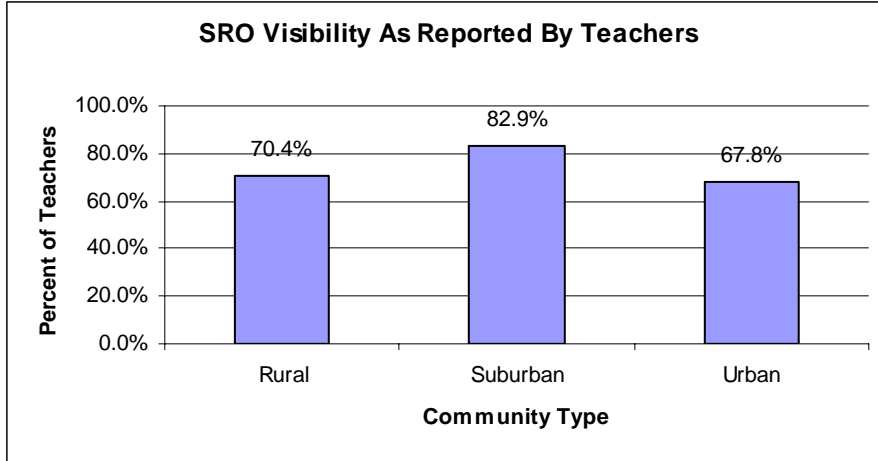
Although suburban students (25%) were more likely to report having attended a SRO classroom presentation, urban teachers (14%) were least likely to indicate a SRO had given a classroom presentation in his/her classroom (see Figure 78).

Figure 78.



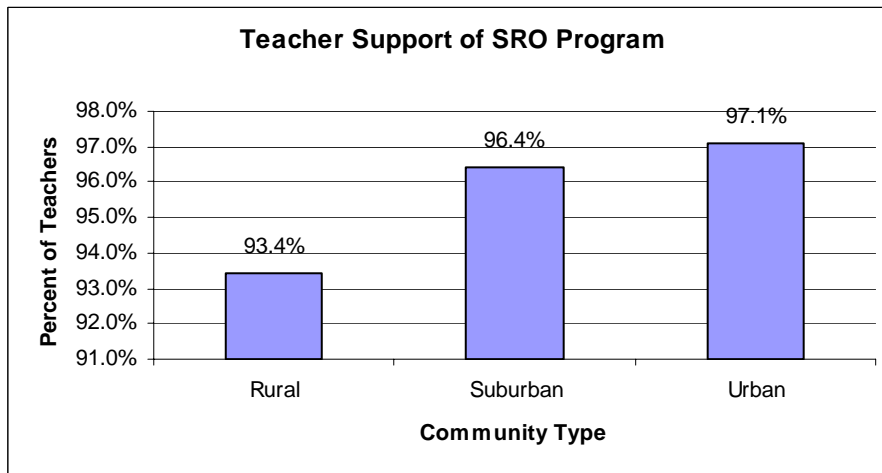
Suburban students (38%) were least likely to identify the SRO as very visible or visible, while suburban teachers (83%) were most likely to report the SRO as very visible or visible (see Figure 79).

Figure 79.



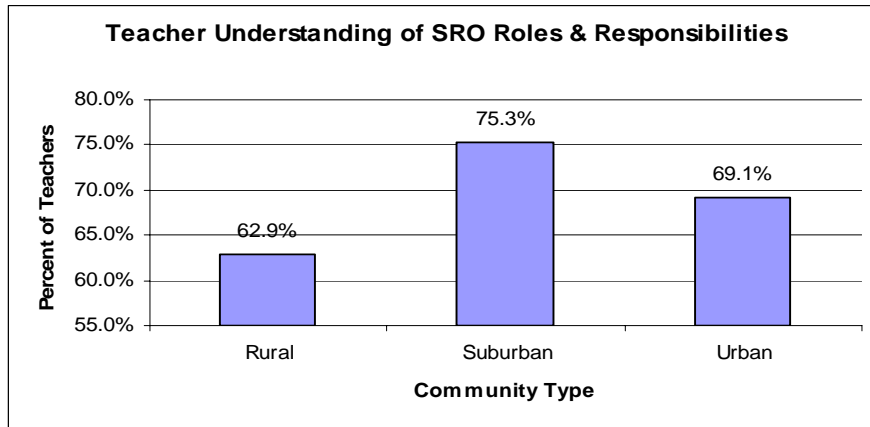
Over 90% of teachers from all three community types identified agreeing or strongly agreeing with the statement “I support having a SRO in my school” (see Figure 80). Urban teachers identified the strongest support at 97%.

Figure 80.



Suburban teachers (75%) were most likely to identify having a clear understanding of the SRO’s roles and responsibilities, while rural teachers were least likely to identify having a clear understanding of the SRO’s roles and responsibilities (see Figure 81).

Figure 81.



Suburban teachers (83%) were most likely to indicate feeling safer because of the SRO; however, when comparing student responses by communities, suburban students (42%) were least likely to report feeling safer because of the SRO (see Figure 82).

Figure 82.

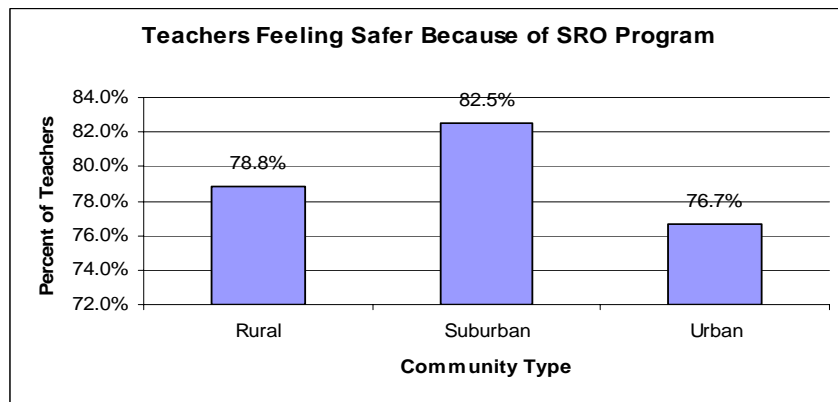
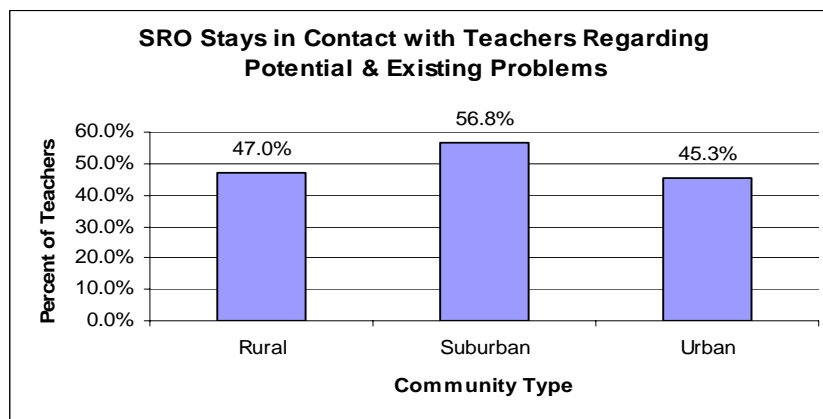


Figure 83.



Suburban parents responded most favorably regarding outcomes of the SRO program, while urban teachers were least likely to identify favorable outcomes of the SRO program (see Figures 84-90). All teachers felt that the SRO deterred violence within their school and were more positive with this variable than the SRO's deterrence of drug activity and bullying and threats among students (see Figure 90).

Suburban teachers were most likely to have reported strongly agreeing or agreeing with the SRO having an impact on preventing violence, deterring drug activity, and reducing threats and bullying among students; however suburban to students were the least likely community group to report favorably on those same outcomes.

Figure 84.

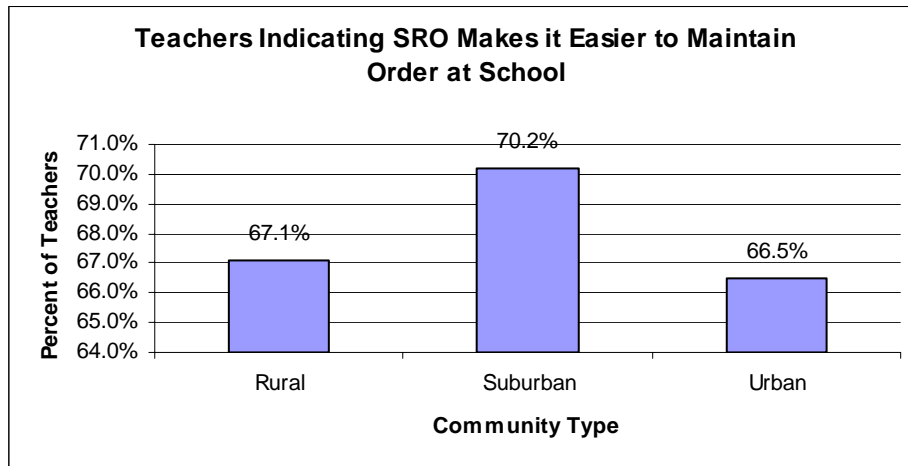


Figure 85.

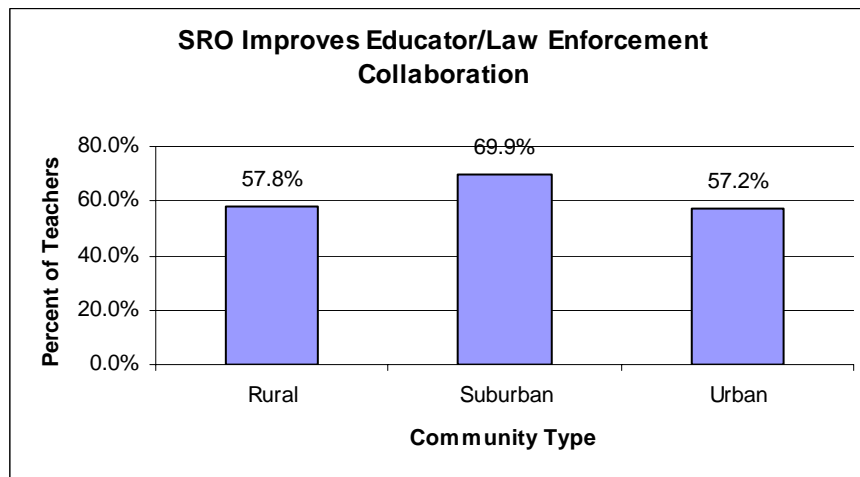


Figure 86.

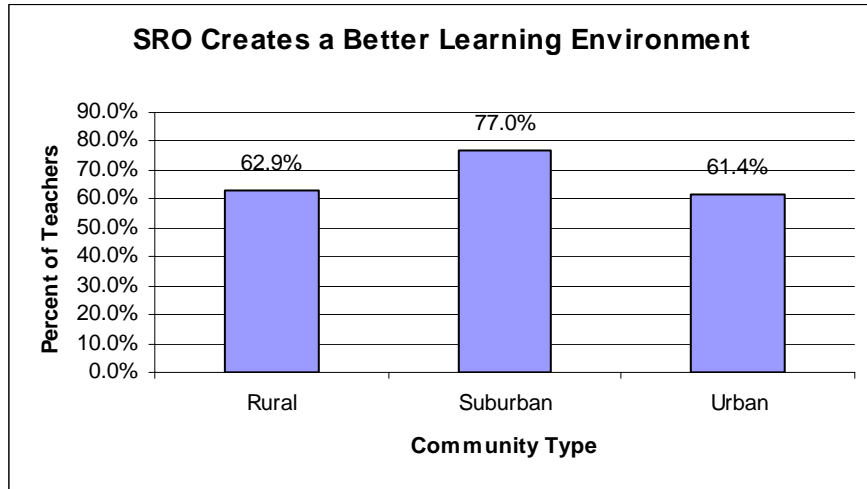


Figure 87.

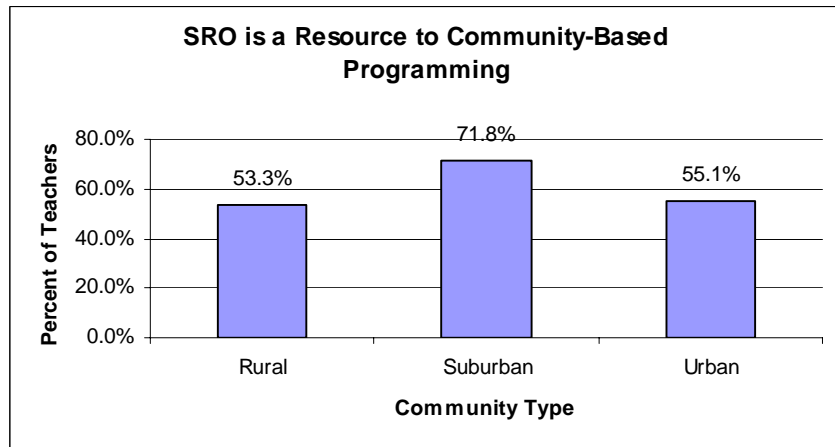


Figure 88.

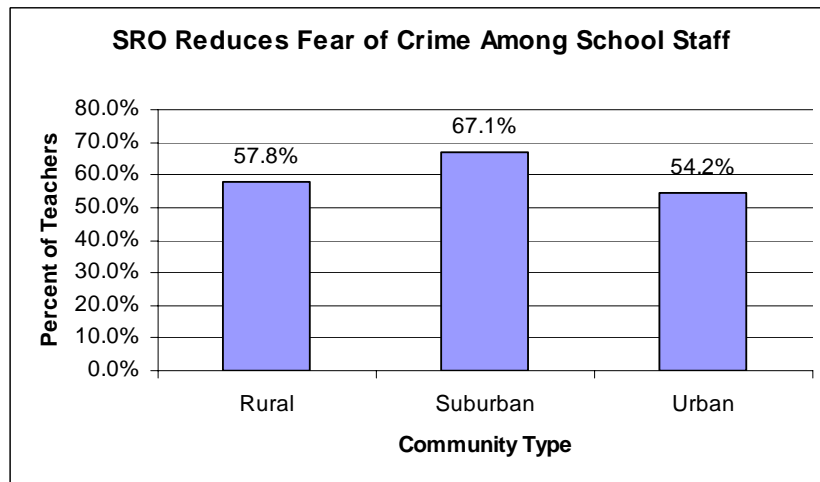


Figure 89.

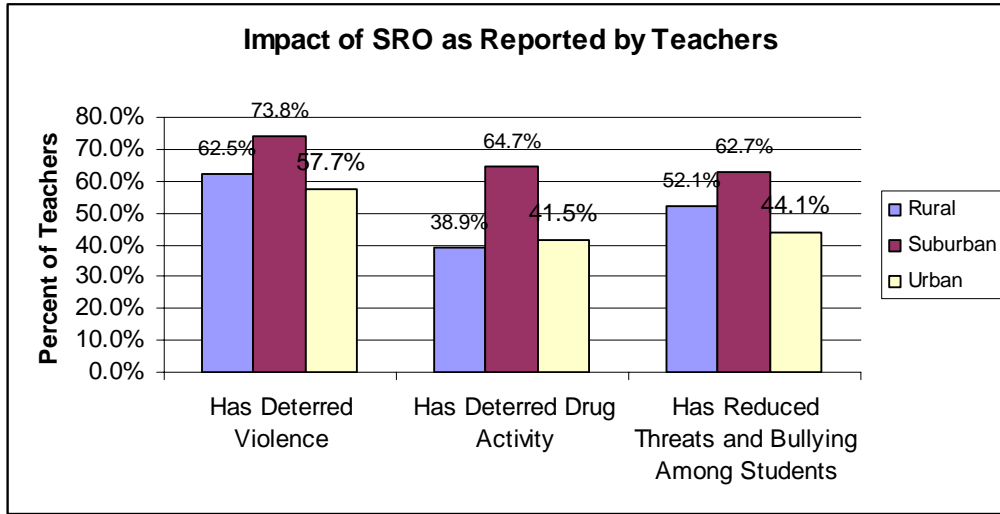
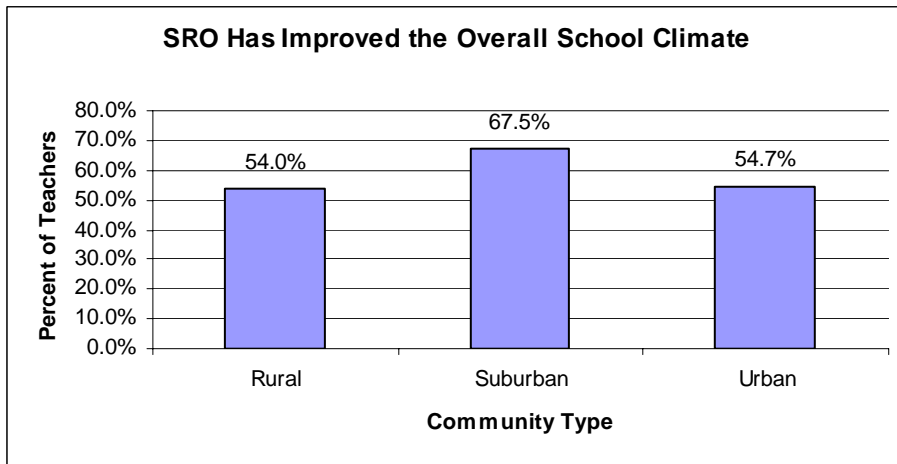


Figure 90.



School Resource Officer Interview Data Summary

School Resource Officer Demographics

Twenty-one of twenty-four School Resource Officers were available for interviews. Interviews were conducted at the time of site visit, with the exception of three interviews that were conducted via telephone.

The average age for SROs included in the evaluation was 41.5 years. Forty-two percent of SROs identified being between 31 and 40 years of age (see Figure 91). Experience among the SROs varied; however, the majority were experienced officers of over 10 years in law enforcement.

Figure 91.

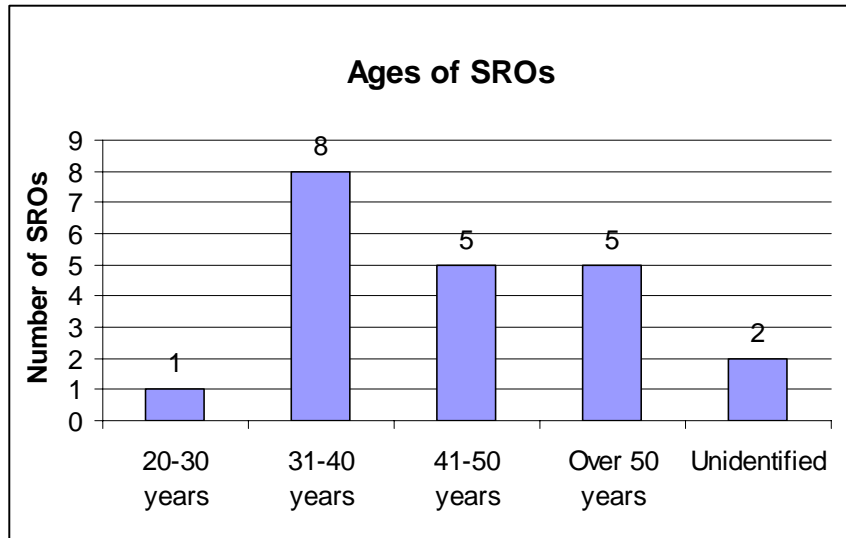
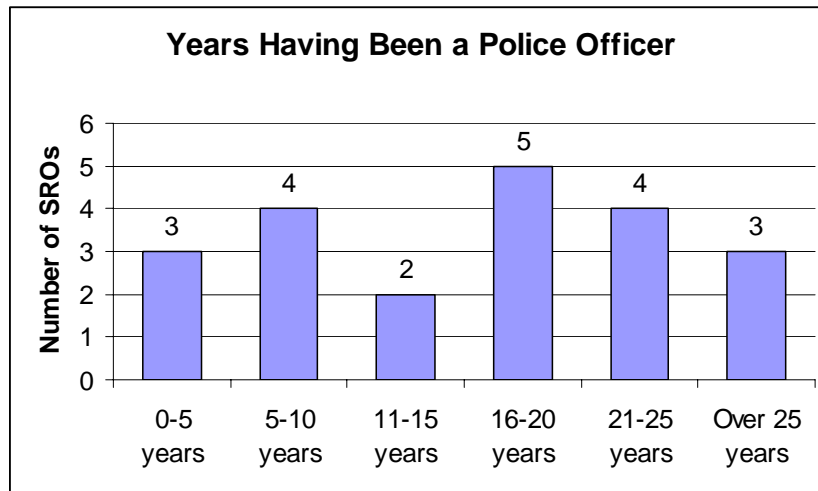


Figure 92.



All but two of the SROs were male, and the SROs all identified themselves as being Caucasian. All SROs are full time and only two identified their role as split between two buildings. Of the twenty-one SRO sites interviewed, 12 indicated there is more than one SRO in their school district. Ten of those SROs indicated they had daily contact with the other SROs within the district, and two identified having contact with other SROs within the district as needed.

Fifteen of the SROs volunteered for the position, two officers volunteered and were assigned to the position, two were officers specifically requested by the school who voluntarily accepted the positions, and two officers applied and were hired for the SRO

position. Six of the SROs identified that they were previously DARE officers for the school district.

Memorandum of Understanding

Job responsibilities were identified by SROs as being defined through various means. Eight SROs indicated there was no formal definition/document outlining their activities and responsibilities as an SRO. Seven indicated responsibilities were identified through Memorandum of Understandings between the police department and school district.

Of the twenty-one SROs interviewed, 16 (73%) indicated they did have a Memorandum of Understanding between the police department and school district. This is slightly lower than the national average of 86% (NASRO, 2001). Four indicated they did not have an MOU and one was uncertain. Nine of the schools provided copies of their MOUs at the time of site visit. Of those nine MOUs, six followed the standard MOU agreement which includes the following: joint statement of concern, incidents requiring law enforcement notification and response, law enforcement authority response, assistance of school entities, media relations, and general provisions. Of those 16 that identified having an MOU, all indicated that school administration, primarily the superintendent, and the police chief participated in the formulation of that document. Only seven SROs indicated they participated, and none of the SROs identified participants outside of either law enforcement or the school district.

Nineteen SROs indicated at some point they had to leave school grounds to assist other officers, however, only five were aware that this situation was outlined in the MOU, and 11 were unsure. In addition, only five were aware that the MOU outlined cases where officer discretion overruled school policy, and nine were unsure.

Only five SROs indicated that parents, teachers, and students were aware of the MOU.

Office and Equipment

All SROs indicated they carried a firearm full time and utilized arrest powers when necessary. Sixteen (73%) of the officers indicated they dressed in uniform full time, and five (23%) indicated they dressed in uniform most of the time. Fifteen (68%) SROs indicated they only wear the official police uniform, six (27%) indicated they utilize a combination of the official and soft uniforms. Nationally, 53% of SROs report wearing full uniforms the majority of the time.

The primary means of communication for SROs with school administration and law enforcement were identified as telephones, radios, pagers, Nextel, and cell phones. Other equipment identified as being helpful by the SROs included a bicycle to patrol school grounds, computers, School Cop software, medtech, mace, spray foam, security holster, and police car.

All SROs had an office with one exception. Eight offices were located in or around administration offices, three were stationed in remote locations within the school, seven

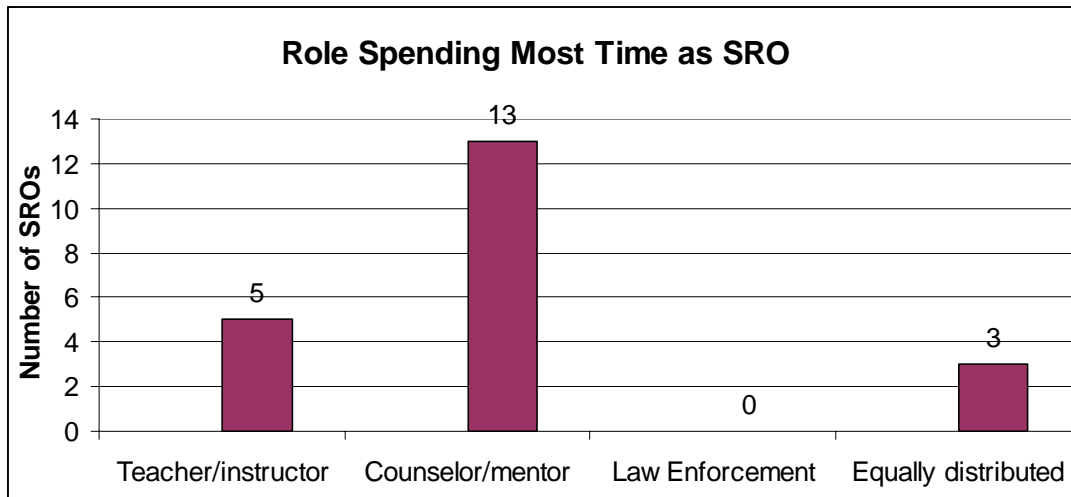
were centrally located within the building, one was located within the school library, and one was stationed within the guidance department. All offices were identified as being secured by lock. Fourteen of the offices had remained the same since the inception of the SRO program, and six had changed.

All SROs indicated they had maps of the school buildings and campus and copies of the student handbooks available.

Roles and Responsibilities

The primary job responsibilities the SROs identified during the interviews were fairly consistent including: security, safety, education, counseling, serving as a liaison between schools and police, as well as providing a resource to school staff. The role identified as taking the most time of the SROs was counselor/mentor (see Figure 93).

Figure 93.



When asked at what point the SRO's responsibilities in their position became clear, nine indicated from the very beginning of the program, three after the first year, two indicated their role became clear once referrals and requests from staff and students increased towards the end of the first year, and two indicated that responsibilities are still in the process of becoming clear. One SRO indicated his role became clear after the first major incident.

When the SRO finds it necessary to remove a student from class for questioning, most SROs utilize administration, guidance counselors, or security guards if available to retrieve the student from class.

Sixteen SROs indicated they were not responsible for completion of the Pennsylvania Department of Education Violence Weapons Possessions and Incidents Reports (360 forms), however 13 SROs indicated they believed their presence contributed to improved

accuracy of reporting on those forms. All SROs indicated that their presence has improved the accuracy of reporting of school crimes to their police departments.

Eighteen SROs indicated they participated in the Safe's School Plan Committee and all had seen the plan with the exception of one SRO. All but two officers had been involved in additional crisis planning through the school. Nineteen SROs indicated safety plans had been tested through drills and exercises, and one SRO indicated drills had been planned for the near future. Only five schools provided copies of their Safe Schools Plans at the time of site visit.

When asked about changes that SROs had introduced to improve school safety, responses varied. Five indicated that the schools had made changes in traffic patterns and parking from recommendations. Three made changes in lock down procedures, two indicated they implemented an active shooter policy, eight indicated they had made changes in building security and surveillance, one implemented an anonymous tip line, and one had made changes in fire drill and bomb squad planning. Two SROs indicated that due to their school's open door policy, making changes to security was more difficult.

Eighteen officers indicated they assist their schools with crime prevention through environmental design.

All SROs indicated they keep law enforcement informed of situations within the school that could impact the safety of the community. In addition, all SROs indicated they kept school administration informed of conditions within the community that could impact safety within your school. Two SROs shared incidences during which suspected criminals were being pursued close to school grounds and that the SROs were able to take necessary precautions to protect students and staff.

None of the SROs had ever had to remove loaded firearms from any student school grounds.

All SROs indicated they gave classroom presentations, however, the frequency of presentations varied from daily to two per year. Topics presented to students included: bullying prevention, peer mediation, street law, DARE, drug and alcohol awareness, retail theft/consumer ethics, careers in policing, violence, date rape, gangs, history of policing, GREAT, personal safety, stranger danger, Halloween safety, bicycle safety, crime code, civics, internet safety, driver's education and the law. Although all SROs reported providing classroom presentations to students, 83% of students reported through survey that they had not been exposed to a classroom presentation provided by the SRO. Seventeen of the SROs indicated they did arrange to have outside speakers make presentations within the school.

Eight of the SROS indicated they were responsible for implementing DARE curriculum within their schools; however students within those schools were no more likely to agree or strongly agree that the SRO had reduced drug activity within the school than those students responding from schools without DARE.

Sixteen of the SROs had made presentations to school staff, 12 had made presentations to parenting organizations (PTO/PTA), and 17 indicated they had made presentations to outside community organizations.

Eighteen of the SROs indicated they do visit elementary schools within the districts they are assigned. Five visit the schools to conduct DARE presentations; three indicated they conduct other educational programming. One SRO indicated he puts on a presentation pertaining to the SRO program for incoming grades. Seven SROs indicated they respond to the elementary school(s) as needed for security and safety issues.

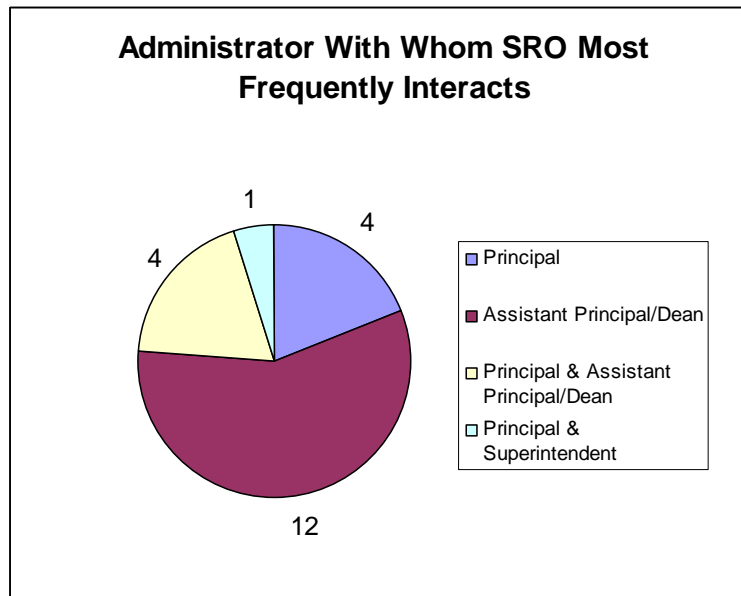
Ten SROs indicated they were involved in extracurricular activities, such as coaching. All SROs indicated that they attempt to attend school events, such as sports, plays, dances, concerts, and fairs. Six SROs indicated they attended events to work, one SRO for leisure, and 13 attended in a mixed capacity of work and leisure. When asked how they were compensated for working at extracurricular activities, responses varied from comp time, overtime, to volunteer. Four SROs indicated they only receive comp time, four indicated they receive comp time on some occasions but mostly volunteered their time, three SROs indicated they receive compensation through the school, two receive a mix of comp time and overtime, two indicated they receive no compensation. Although ten SROs indicated involvement in extracurricular activities and all SROs indicated attempting to attend school events, 58% of students reported through survey that they never had interaction with the SRO at sporting events, school dances, club activities, or organizational activities.

Summer activities by SROs were wide ranging, however, 16 of the SROs identified returning to the police department and patrol duties for at least part of the time. Nine indicated they conducted summer programs, 5 remained on duty during summer school sessions, two attended trainings, and 7 indicated they utilized vacation time.

Relationships and Interaction

Interaction with administration with SROs was overwhelmingly described as positive. SROs identified assistant principals and/or deans as being their primary administrator with whom they interact (see Figure 94).

Figure 94.

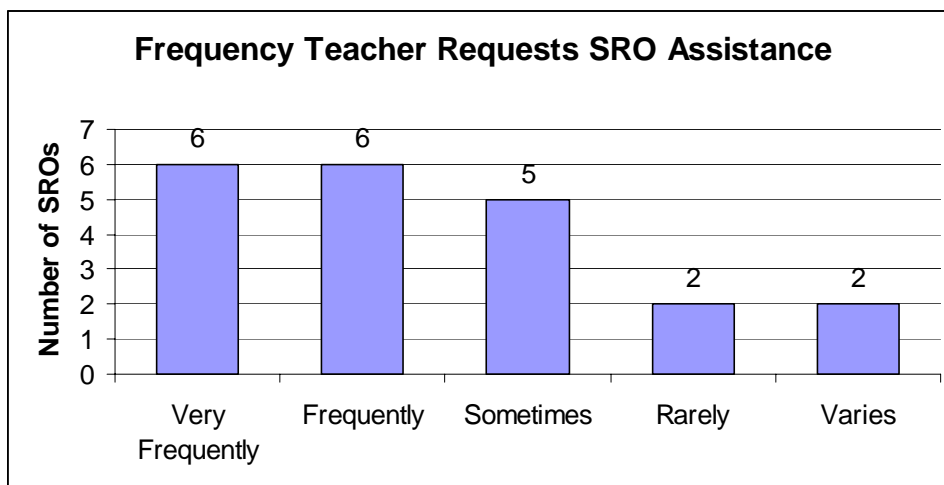


All SROs indicated they interact with building administration on a daily basis. Fourteen of the SROs indicated meetings with administration occur on an “as needed” basis, while seven indicated some meetings are “as needed” and some are scheduled regularly.

Interaction with teachers was also described by SROs as positive, however, only 13 (59%) of the SROs indicated they believed teachers had a clear understanding of the SRO’s roles and responsibilities which is slightly higher than the average nationally of SROs at 54% (NASRO, 2001). This was consistent with the responses of teachers through surveys where 69% of teachers agreed or strongly agreed they had a clear understanding of the SRO program, although teachers were slightly more sure of their understanding than the SROs reported. Thirteen of the SROs indicated teachers were informed of the SRO program through in-service trainings. Three SRO’s shared they sent letters to teachers introducing themselves and the program. The remaining SROs indicated teachers learned of the program through direct contact with the SRO. All program communication responses of the SROs were consistent with information provided through teacher surveys.

All SROs indicated teachers requested their assistance, although the frequency and reasons for the requests varied (see Figure 95). The majority of SROs indicated teachers contact them to make presentations in their classrooms, as well as about personal legal issues and questions. Discipline issues, for the majority, were routed through administration to determine if involvement of the SRO is necessary, therefore, SROs indicated they get very few requests directly from teachers pertaining to discipline. Although most SROs reported teachers have requested classroom presentation, only 22% of teachers reported the SRO had presented a lesson within their classroom. Only 23% of teachers also had reported attending a SRO classroom presentation outside of his/her own classroom.

Figure 95.



Students have a variety of means to contact SROs when needed. Responses varied from SROs, however, most indicated they maintained an open door policy with students. Six indicated they had anonymous tip lines for students, three indicated they had email, three indicated students had left notes under their doors, and one SRO indicated he had business cards for students with all of his contact information. Although SROs described a variety of means students can contact them, 32% of students reported through surveys that they did not know how to get in contact with the SRO if needed.

SROs varied in circumstances under which they contacted parents, however, all indicated they contacted parents in the event a citation was given, an arrest was made, or a referral was sent to juvenile court. Most contacted parents before or after any specific contact with a youth, and two SROs indicated they specifically make a point to contact parents with positive feedback about their child.

Sixteen of the SROs indicated they have been contacted by parents, teachers, and/or law enforcement after hours.

When asked about how other law enforcement officers perceive the role of an SRO, responses varied. The majority of the responses indicated other officers joke around about SROs being “kiddie cops” or a “retirement job,” but that realistically, the role was seen as legitimate and hard work. Two officers shared their were jealousy factors over the Monday through Friday schedule, and one indicated he felt like an outcast in the department, and two SROs indicated other officers lacked understanding of their role. Only one officer indicated others felt as if the SRO did nothing. Many indicated other officers are appreciative of their work and that they make their jobs easier.

Supervision

Thirteen of the SROs indicated they reported into the police department daily to read reports and/or pick up the police vehicle. Twelve of the officers indicated they

communicate with their law enforcement supervisor on a daily basis. Only two indicated they meet with their law enforcement supervisor rarely and two others indicated they meet on an as needed basis.

Five SROS indicated their law enforcement supervisor visits the school site at least once per week; four indicated their supervisor visits sometimes. Nine of the SROs indicated that their law enforcement supervisor visits the school site infrequently, one on an as needed basis, and two indicated their law enforcement supervisor has never visited the school site.

Collaboration

When asked what other delinquency prevention and youth development programs are operating within the school, responses varied. The most frequent programs mentioned were: Student Assistance Programs, bullying prevention, peer mediation, DARE, GREAT, SADD, guidance programs, after school programs, summer clubs, mentoring program, counseling programs, community service programs, alternative education programs, and school based probation.

Delinquency prevention and youth development programs identified in the communities also varied. Some communities offered very little programming. The most frequent programs mentioned included: religious based programs, community service, diversion programs; youth aid panels, mental health/counseling services, and junior police academies.

Sixteen of the SROs indicated they had made referrals to youth programs within the school and/or community. This was supported through the teacher surveys. Sixty-nine percent of teachers indicated through survey that they had utilized the SRO as a resource to access community-based services.

Sixteen SROs indicated there was a school-based probation officer stationed within their school or district. Fourteen of those SROs indicated they had frequent interaction with the school based probation officers.

Ten of the SROs identified that they were members of the Student Assistance Programs at their schools, however; only eight identified having attended the Student Assistance Program training.

Fifteen SROs indicated there were truancy officers and/or social workers assigned to truancy within their schools. The level of collaboration with these workers varied from daily to as needed. Five SROs indicated they had regular contact with truancy workers/officers stationed within the school or district. Three SROs identified truancy as being part of their job responsibility.

Seven SROs identified that security officers were stationed within their school building. All seven indicated they had very close contact with the security staff.

Fifteen of the SROs were aware of the U.S. Department of Education's Safe and Drug Free School Program. Eight of the SRO programs identified that they received support and/or resources from that program while six SROs were not sure.

Training

Twenty of the SROs identified having attended some training specifically for SROs. Seventeen SROs indicated they have attended trainings offered through the school.

All of the 21 SROs identified themselves as being members of the National Association of School Resource Officers (NASRO). All but two SROs indicated they found benefits through that membership ranging from the newsletters, lesson plans, program manual, training, and contacts. Thirteen SROs indicated they did have opportunities to interact and meet with other SROs.

When asked about what trainings SROs would like to see offered that are currently not available to them, eight indicated they would like an advanced SRO training. Other requests included: dealing with parents, special needs kids, bullying/harassment, the complete crime prevention through environmental design training offering certification, critical incident, school administration and SRO cross training, school law, and truancy. Many SROs suggested trainings be offered during the summer months when school is not in session. Two SROs indicated that every training necessary is offered but cost and training location are issues.

Evaluation

Aside from tracking student contacts, incidence reports, citations, and arrests, only two schools identified conducting their own research through surveys and pre-post comparison groups to determine program effectiveness.

When asked how the SROs defined success of the program, 16 SROs indicated that success was defined through the relationships built between the SRO and students, parents, staff, and the community. Four indicated success was defined by the reduction of violence and incidences and deterrence, and one defined success as being increased collaboration between the police department and the school district.

The obstacles identified by SROs in the performance of their duties varied. Six SROs indicated they could not identify any obstacles. Obstacles identified included: police department procedures, dealing with parents, gaining trust of students, lack of access to computers, lack of understanding of the program by law enforcement, serving two masters-the school and the police department, time constraints, maintaining neutrality between administration and staff, and getting beyond school image and the concept of having an armed officer in the school.

The biggest challenges in implementing the program also varied. Five SROs indicated they did not encounter any barriers. Nine SROs indicated there were challenges relating

to conveying the need for an SRO program to the district and community, which included moving past school image, gaining understanding of the program, and getting acceptance of a full time police officer within school was the biggest challenge. Others indicated challenges including: gaining acceptance of school staff and administration, gaining trust of students, getting the grant, getting teacher's to allow and request SRO to provide classroom presentations, and police jurisdiction issues.

The greatest strength of the SRO program identified during the interviews centered around having a police officer available in schools as a resource to students, parents, and staff and providing an opportunity to bridge the gap between law enforcement and the community from positive interaction made possible through the program. One SRO explained that the program was assisting in building trust among students with law enforcement at an early age that would assist in their long-term development as productive citizens.

When asked about what was each individual SROs major strength as an SRO, the most frequent responses centered around communication skills, including: the ability to build relationships and interact effectively with students, the desire to take an interest in the well-being of kids, and ability to communicate effectively with all parties involved.

The major accomplishment of the program mirrored the responses of the strengths of the program centering on the acceptance of students, parents, and staff of the program and the creation of a positive relationship between students, parents, staff, and law enforcement.

The components that were identified by SROs that would make the program even better overwhelming were the addition of officers and additional and secure funding. In addition, SROs mentioned increasing public awareness and understanding of the program, more classroom opportunities, adding DARE, adding security officers, requiring college degrees of SROs, and more communication and understanding from the law enforcement community.

School Administration Interview Data Summary

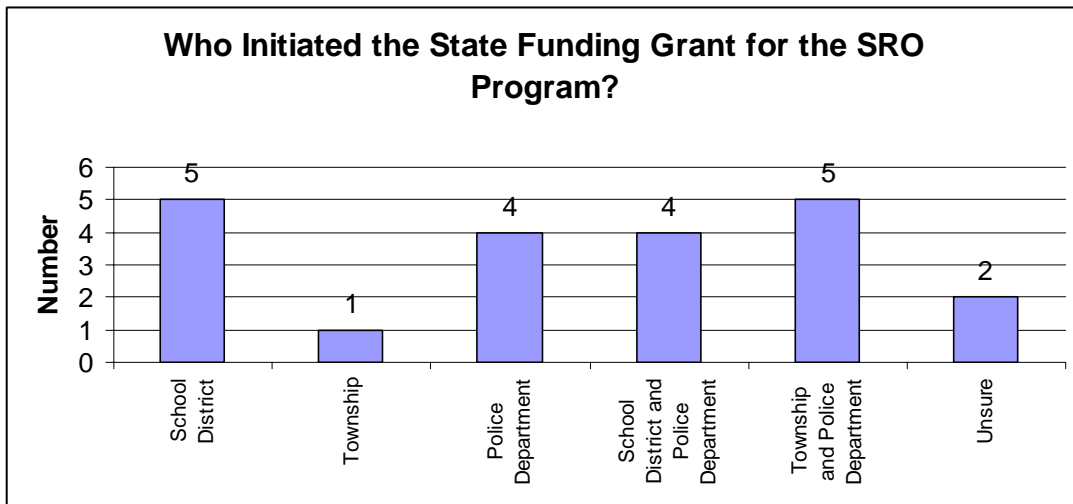
Program Status and Implementation

Twenty-one of the schools participated in administrative interviews that occurred during site visits, with the exception of two, which were conducted via telephone.

Administrators were asked if their SRO program was still receiving state funding, and responses were consistent with the PCCD identification of 11 still receiving state funding. Of those SRO programs identified eleven were identified by PCCD as still receiving state funding for the program, and 13 were no longer receiving state funding. Of those programs no longer receiving state funding, 12 had continued through different

funding sources. **Only one school discontinued the program completely.** When asked if those sites receiving state funding planned on continuing the program once the grant funding runs out, five indicated they did and six were unsure. The uncertainty identified by the six schools was primarily related to funding concerns. Of those programs that had completed their state funded grant, five had continued the program through joint funding from the municipality and school district, one district sustained the program exclusively through school district funding, one exclusively through the police department, and one through federal grant funding. One school was unsure how they were sustaining the program. The entity identified in initiating the state grant for funding from PCCD varied (see Figure 96).

Figure 96.



Steps identified by administrators to get the SRO program approved by the school board included a presentation for 10 of the sites. Five sites indicated no steps were taken to get school board approval, two sites were unsure, and one site conducted surveys to identify a need for the program.

Barriers encountered during the implementation period varied, however, seven of the schools identified that the issue of school image and the need for an armed officer within the school was an issue. Other issues identified included justifying the financial expense of the program, role definition and clarification of the SRO, parental resistance and difficulty understanding the proactive approach of the program, police department jurisdiction issues, teacher comfort in allowing the SRO into the classroom to conduct presentations, issues over scheduling of a township employee in a school setting, and logistics, such as finding office space. Eight schools indicated they did not encounter any barriers during implementation.

Memorandum of Understanding

Fifteen of the schools identified they did have a memorandum of understanding between the school and police department for the SRO program, and six sites were unsure. Only two sites indicated the MOU was revisited and revised annually and one site indicated they reviewed the MOU at the beginning and end of each school year. Eight sites were unsure as to whether the document had ever been revisited and four indicated the MOU had never been revisited.

Role and Responsibilities

All but one administrator indicated he/she had a clear understanding of the roles and responsibilities of the SRO. Eleven administrators indicated those responsibilities were clear from the very beginning, seven indicated they became clear within the first year and two indicated that clarity of responsibilities are still evolving. Only nine of the SROs indicated responsibilities were clear from the very beginning; however, most SRO responses were consistent with that of administration.

Communication and Relationships

Administrators identified a variety of means through which the SRO program was communicated to parents and the community. Twelve of the schools indicated they had conducted presentations regarding the SRO program at board meetings and parenting organization meeting. Eight schools had promoted the program through the newspaper, five through school newsletters, and three schools sent letters to parents regarding the program. Two of the schools indicated their SRO was already well known within the community making communication about the SRO role easier. Nine of the schools had the SRO present during school events such as open house and new parent orientation.

All schools described relationships between the SROs and teachers as positive. Eighteen of the administrators indicated teachers and faculty were informed of the SRO program through faculty meetings. Three of the schools presented information on the SRO program at new teacher orientation. Two SROs sent letters to staff explaining the program. Sixteen of the administrators indicated that the SRO had provided training to teachers or school staff. All administrators indicated that SROs are invited to not only staff meetings, but also staff trainings. All but one administrator indicated the SRO was viewed as a member of school staff.

Interaction between administrators and SROs by administrators was overwhelmingly described as positive. Administrators indicated there was daily contact with the SRO. All but one administrator indicated the SRO stays in contact with them about existing and potential problems within the school and all agreed that the SROs informed them of issues within the community that may impact school safety. Only five administrators had attended any training pertaining to the SRO program.

All administrators but one indicated the SRO had improved educator-law enforcement collaboration and made it easier to maintain order within the school. Seventeen

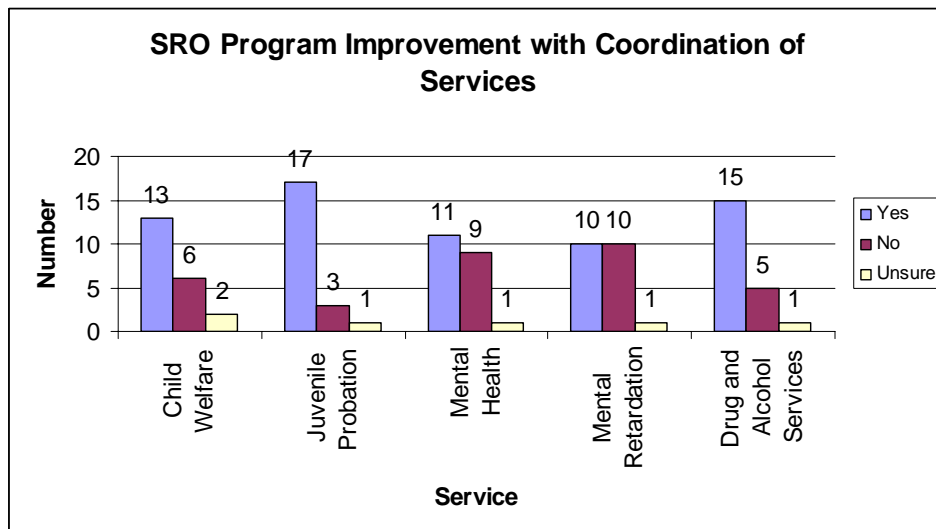
administrators identified that they felt the SRO had reduced fear of crime among school staff and that the SRO had reduced threats and bullying among students within school. Nineteen administrators felt the SRO's presence contributed to a better learning environment. All administrators agreed that the SRO has deterred violence within the school.

Thirteen of the administrators indicated the SRO program has improved the accuracy of reporting of school crimes on the Pennsylvania Department of Education Violence Weapons Possessions, and Incidences Reports (360 forms). Eight schools did not believe the SRO influenced those reports and indicated they have also been accurate.

All but one administrator indicated the SRO had made recommendations to improve school safety. Changes that were implemented as a result of those recommendations primarily included: security changes, evacuation drills, traffic, parking, and lock down procedures. One school implemented a community service program on account of the SROs recommendations and another school revised their discipline policy. Another school implemented a drug sniffing dog program, and another school altered release times.

Fifteen of the administrators indicated they had utilized the SRO as a resource to access community-based programs and services. Many administrators felt the SRO aided in enhancing existing relationships with community agencies while some schools indicated that community services and agencies were accessed through existing programming, such as the Student Assistance Program (see Figure 97).

Figure 97.



Measurement of success of the SRO program varied among administrators, however, most agreed that the program's success was defined by a decrease in incidences and violence and was evidenced by an overall improvement in school climate. In addition, administrators indicated success was also dictated by the number or repeat offenders,

decrease in the severity of discipline required, overall program acceptance, relationships built between the SRO and students, reduction in the times police need to be called to the school, student attendance, and general feedback from parents, staff, and students.

The most important function of the SRO as identified by administrators was security and the availability of the SRO as a resource to administration, staff, and students. Visibility and immediacy of consequences and citations were also identified as important functions, as well as education and deterrence.

The greatest weakness of the SRO program as identified by administrators was security of funding and cost. In addition lack of enough time and a need for more officers were also mentioned. Two administrators indicated that training took the SROs away from the school too often and that trainings would be better offered in the summers. In addition, the following weaknesses were also mentioned: lack of consistency by the police department, law enforcement procedures inhibiting the immediacy of citations, the program being dependent upon the personality of the officer, and the SRO not viewing the school administration as an authority only having to report to the township. Six administrators indicated they were unable to identify any weaknesses in the SRO program.

Administrators identified many benefits of the SRO program. The most frequent responses included: improvement in overall safety and feelings of security within the school, improved school climate, and expansion of resources available to school administration, students, and staff, improved collaboration between schools and law enforcement, accessibility and immediacy of police response, and the positive relationships made by students and the community with law enforcement.

The greatest accomplishment of the SRO program identified by administrators was the improved perception of law enforcement held by students, staff, and the community. Safety, program acceptance, student understanding and acceptance of personal responsibility, and overall improved communication were also mentioned as accomplishments.

Analysis of Violence, Weapons Possessions, and Incident Reports

Due to the vast discrepancy of many schools reports from year to year, in addition to the variations in reporting protocol among schools and districts, the Violence, Weapons Possessions & Incident Reports need to be interpreted with great caution.

The reports were reviewed for those schools involved in the original PA Six Site Study in addition to the 24 schools involved in the current evaluation. Three peer schools were identified for each of the schools in order to compare reporting rates. No notable differences were found among any of the schools relative to their peers.

In addition to the violence, weapons possessions and incident reports, truancy data were reviewed for all 24 sites, however, there were no notable patterns identified in truancy rates in any of the SRO sites or identified peers during the period from 1996 to 2001.

Components of Programs Identified as Successful

In order to identify the best practices utilized by SRO programs, a rating system was developed. Each school site participating in the student, parent, and teacher surveys were ranked in regards to selected responses. Student survey information considered in program ranking included: visibility of the SRO, feelings of safety on account of the SRO, comfort in talking to the SRO, SRO prevention of violence in school, SRO reduction of bullying among students in school, SRO contribution to a better learning environment, and SRO reduction of drug activity in school. Parent survey information considered in program ranking included: SRO contribution to a better learning environment, and SRO deterrence of violence and drug activity. For teacher surveys, the following information was considered in program ranking: SRO visibility, teacher/staff feelings of safety on account of the SRO, SRO contribution to maintaining order in school, SRO contribution to improving educator/law enforcement collaboration, SRO contribution to a better learning environment, SRO deterrence of violence and drug activity, SRO reduction in bullying among students, and SRO reduction of fear of crime among school staff. Individual schools were ranked on each of the listed criteria and then given a score based on the average of rankings in each of the individual categories for each survey type. The top four schools were identified for student, teacher, and parent surveys. All twelve schools participating in the student surveys were considered for ranking, however only thirteen of the fifteen schools responding to teacher surveys were included and only eight schools of the fourteen responding to parent surveys were included due to sample sizes under twenty.

The top identified schools were then compared to determine commonalities among the programs for best practices. Of all the schools, only one school participating in all three surveys ranked in the top tier for all three surveys.

All four of the top schools identified from student surveys had Memorandums of Understanding in place and all four were newer programs, still receiving state funds at the time of site visit. Programs varied in key responsibilities of teaching and mentoring in addition to varying in years of experience in police work; however, all of the SROs in the top tier of student programs had over four years of experience in police work. For the top tier schools, students indicated they contacted the SRO primarily by going to his/her office or by requesting to see the SRO through an administrator or staff member and SROS indicated having an “open door policy” for students. In addition, students responded more favorable with SROs that were not involved in their schools’ Student Assistance Program in addition to schools that also had truancy officers.

Parent and teachers reported more favorably of SRO programs that had a program brochure or flyer. Teachers and parents reported more favorably of SROs that were over the age of 30 and had over eight years of law enforcement experience. In addition, parents and teachers responded more positively about SROs that reported conducting counselor/mentoring duties the majority of the time and that were assigned at least part time to summer school or programming when school was out of session. SRO programs reported more favorably maintained consistent contact with their law enforcement supervisor, and the law enforcement supervisor visited the school site periodically if not more regularly.

Students, teachers, and parents all reported more favorable of programs where the SRO was only assigned to one building and that the SRO volunteered for the position.

Key Components Identified

- SRO should be an experienced law enforcement officer
- Existence of a Memorandum of Understanding
- Availability of a brochure or flyer for parents and/or teachers outlining the program
- SRO's summer responsibilities to include at least a part-time role in school or community related programming (summer school, recreational programming)
- SRO assigned to one building
- SRO maintaining an "open door policy" with students
- Regular communication between the SRO and law enforcement supervisor
- Law enforcement supervisor visiting the school site periodically at the very least
- SRO refraining from involvement in Student Assistance Programs
- SRO having the ability to ensure immediacy of citation and conduct investigation when necessary

Works Cited

Center for the Prevention of School Violence: North Carolina Department of Juvenile Justice and Delinquency Prevention (June 2002). **Research Bulletin: School Resource Officers and School Administrators: “Talking and Walking” Together to Make Safer Schools.** Retrieved from the Center for the Prevention of School Violence website: http://www.ncdjdp.org/cpsv/Acrobatfiles/research_bulletin_sro_6_02.pdf

National Association of School Resource Officers (2001). **Best Practice: Periodic Rotation of SROs.** Retrieved from the National Association of School Resource Officers website: http://www.nasro.org/faq/best_practice.doc

National Association of School Resource Officers (2002). **2001 NASRO School Resource Officer Survey.** Retrieved from the National Association of School Resource Officers website: <http://www.nasro.com/2001NASROsurvey.pdf>

National Association of School Resource Officers (2002). **2002 NASRO School Resource Officer Survey.** Retrieved from the National Association of School Resource Officers website: <http://www.nasro.org/2002NASROsurvey.pdf>

Center for Safe Schools (2001). **An Evaluation of the School Resource Officer Program: A study of six selected sites from 1998-2000.** Retrieved from the Pennsylvania Commission on Crime and Delinquency website: <http://www.pccd.state.pa.us/Stats/SRO%20fullrpt.pdf>

Virginia Department of Criminal Justice Services (December 2001). **Second Annual Evaluation of DCJS Funded School Resource Officer Programs 1999-2000.** Retrieved from the Virginia Department of Criminal Justice Services: <http://www.dcjs.org/cple/grants/sro/secondAnnualEval.pdf>

Appendix A

Student Survey Questions

1. Are you aware of the presence of the School Resource Officer (SRO) at your school?
 - (1) Yes
 - (2) No

2. What is the name of your SRO? _____
 Don't know

3. Since school started in August, how often have you interacted with the SRO?
 - (1) Once a day
 - (2) Once a week
 - (3) Once a month
 - (4) Once every other month
 - (5) Every 3-4 months
 - (6) Never
 - (7) Other _____

4. Since school started in August, have you attended a classroom program given by the SRO?
 - (1) Yes
 - (2) NoIf yes, how many times? _____
What were the topics/subjects? _____

5. Other than in the classroom, where else have you interacted with the SRO? (circle all that apply)
 - (1) Sporting events
 - (2) School dances
 - (3) School assembly
 - (4) Club/Organization activities
 - (5) All of the above
 - (6) None of the above
 - (7) Other _____

- 6a. Since school started in August, have you gone to the SRO for help?
 - (1) Yes
 - (2) No (go to question number 7)
 - b. If yes, how many times? _____ times
 - c. Was the outcome of the interaction helpful?
 - (1) Yes
 - (2) No

7. How would you contact the SRO?
 - (1) Go to his/her office
 - (2) Call the anonymous tip line
 - (3) Write him/her an email
 - (4) Ask your teacher or administrator to see the SRO
 - (5) Other _____
 - (6) I don't know
 - (7) I don't feel comfortable contacting the SRO

8. If you had a problem with another student at school, to whom would you go to FIRST to get help? Please rank 1-8 in the order of whom you would go to first to whom you would go to last.

- ___ Teacher
- ___ School Resource Officer (SRO)
- ___ School Counselor
- ___ Principal or Assistant Principal
- ___ Peer Mediator
- ___ Parent or Guardian
- ___ Friend
- ___ Other _____

9. Which of the following people listed below monitor your halls at school? (Circle all that apply)

- (1) Teachers
- (2) Student Monitors
- (3) School Resource Officer (SRO)
- (4) Administrators
- (5) Counselors
- (6) Other _____

10. How would you describe the visibility of the SRO at your school?

- (1) Very visible
- (2) Visible
- (3) Somewhat visible
- (4) Not very visible
- (5) Not at all visible

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by circling the number under the most appropriate response.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11. Because of the SRO, I feel safer at school.	5	4	3	2	1
12. I am afraid of being physically hurt or harmed by other students when I am on school grounds or in the school building.	5	4	3	2	1
13. The classroom presentations given by the SRO are helpful.	5	4	3	2	1
14. The presence of the SRO intimidates me.	5	4	3	2	1
15. I feel comfortable talking to the SRO.	5	4	3	2	1
16. The presence of the SRO has prevented violence in my school.	5	4	3	2	1
17. The SRO has reduced threats and bullying between students.	5	4	3	2	1
18. The SRO's presence contributes to a better learning environment.	5	4	3	2	1
19. I see the SRO at extracurricular activities and school related functions.	5	4	3	2	1
20. The presence of the SRO has reduced drug activity in my school.	5	4	3	2	1
21. The SRO makes the school	5	4	3	2	1

environment more stressful for me.					
22. The SRO has reduced gang activity in my school.	5	4	3	2	1

23. What grade are you currently in?

- (1) 6th
- (2) 7th
- (3) 8th
- (4) 9th
- (5) 10th
- (6) 11th
- (7) 12th

24. How old are you today?

- (1) 9 or younger
- (2) 10
- (3) 11
- (4) 12
- (5) 13
- (6) 14
- (7) 15
- (8) 16
- (9) 17
- (10) 18
- (11) 19 or older

25. What grades do you usually get? (Please fill in the answer that BEST reflects your grades.)

- (1) Mostly A's
- (2) Half A's & half B's
- (3) Mostly B's
- (4) Half B's & half C's
- (5) Mostly C's
- (6) Half C's & half D's
- (7) Mostly D's
- (8) Half D's & half F's
- (9) Mostly F's

26. What is your gender?

- (1) Male
- (2) Female

27. What is your race?

- (1) African American
- (2) Asian
- (3) Biracial
- (4) Caucasian or White
- (5) Hispanic
- (6) Native American
- (7) Other _____

Appendix B

Parent Survey Questions

1. Are you aware that there is a School Resource Officer (SRO) at your child's school?
- (1) Yes
 - (2) No (skip to question number 2)

If yes, how were you informed of the SRO?

- (1) Letter sent home
- (2) Student handbook
- (3) Newspaper article
- (4) PTA/PTO meeting
- (5) Other _____

2. What is the name of the SRO at your child's school? _____
- Don't know

- 3a. Have you personally interacted with the SRO at your child's school?
- (1) Yes
 - (2) No (skip to question number 4)

b. If yes, how many times during this school year have you interacted with the SRO? _____

c. Was interaction initiated by yourself or the SRO? _____

d. In what setting did interaction occur?

- (1) Parent/teacher conference
- (2) PTA/PTO meeting
- (3) Extracurricular activity at school (sporting event, play, concert, dance...)
- (4) Incident with child
- (5) Other _____

e. Was the interaction with the SRO helpful to you?

- (1) Yes
- (2) No

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by circling the number under the most appropriate response.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
4. I support having a SRO assigned to my child's school.	5	4	3	2	1
5. I have a clear understanding of the SRO's role and responsibilities in my child's school.	5	4	3	2	1
6. The SRO stays in contact with me about existing and potential problems.	5	4	3	2	1
7. The SRO is accessible to me.	5	4	3	2	1
8. I have been informed about the role of the SRO in my child's school.	5	4	3	2	1
9. The SRO's presence contributes to a better learning environment.	5	4	3	2	1
10. The presence of the SRO has deterred violence in my child's school.	5	4	3	2	1
11. The presence of the SRO has deterred drug activity in my child's school.	5	4	3	2	1
12. My child is safe at school.	5	4	3	2	1

13. Rank the following SRO activities in order of importance to you:

- ___ Monitor school grounds
- ___ Provide mentoring to students
- ___ Enforce laws within the school
- ___ Offer classroom instruction to students
- ___ Provide training on laws and safety to teachers
- ___ Present information on laws and safety to parent organizations

14. Are you aware of the programs that the SRO provides at the school?

- (1) Yes
- (2) No

15. Do you have more than one child attending this school?

- (1) Yes How many? _____
- (2) No

16. What grade is your child(ren) currently in? (Circle all grades for all children attending this school)

- (1) 6th
- (2) 7th
- (3) 8th
- (4) 9th
- (5) 10th
- (6) 11th
- (7) 12th

17. What is your relationship to your child?

- (1) Mother
- (2) Father
- (3) Guardian
- (4) Grandparent
- (5) Relative (aunt, uncle, cousin)
- (6) Family friend

- 18. What is your race?**
- (1) African American
 - (2) Asian
 - (3) Biracial
 - (4) Caucasian
 - (5) Hispanic
 - (6) Native American
 - (7) Other
- 19. What is your gender?**
- (1) Male
 - (2) Female

Appendix C

Teacher Survey Questions

1. What is the name of the School Resource Officer (SRO) at your school: _____
 Don't know
2. The SRO's responsibilities have been provided to me through: (Circle all that apply)
 - (1) Staff meetings
 - (2) Memo from building administration
 - (3) Personnel policies handbook
 - (4) Direct contact with the SRO
 - (5) Memorandum of Understanding
 - (6) SRO Program brochure
 - (7) Other _____
3. Since school started in August, how often have you interacted with the SRO?
 - (1) Daily
 - (2) Three to four times a week
 - (3) Twice a week
 - (4) Once a week
 - (5) Once every other week
 - (6) Once a month
 - (7) Quarterly
 - (8) Never
 - (9) Other _____
- 4a. Has the SRO conducted a presentation in your classroom?
 - (1) Yes
 - (2) No (move on to question number 5)
 - b. If "yes", how many? _____
 - c. What was the topic? _____
 - d. Did the SRO ask for feedback regarding his/her teaching techniques?
 - (1) Yes
 - (2) No
5. Have you attended any SRO presentations outside of your own classroom?
 - (1) Yes
 - (2) No
6. Are the classroom programs conducted by the SRO accomplishing their purpose?
 - (1) Yes
 - (2) No
 - (3) Unsure
7. How would you describe the visibility of the SRO at your school?
 - (6) Very visible
 - (7) Visible
 - (8) Somewhat visible
 - (9) Not very visible
 - (10) Not at all visible

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by circling the number under the most appropriate response.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8. I support having a SRO assigned to my school.	5	4	3	2	1
9. I have a clear understanding of the SRO's role and responsibilities in my school.	5	4	3	2	1
10. Because of the SRO, I feel safer at school.	5	4	3	2	1
11. Teachers work together with the SRO.	5	4	3	2	1
12. The SRO has made it easier to maintain order in my school.	5	4	3	2	1
13. The SRO stays in contact with me about existing and potential problems.	5	4	3	2	1
14. The SRO is accessible to teachers/staff.	5	4	3	2	1
15. The SRO has improved educator-law enforcement collaboration.	5	4	3	2	1
16. The SRO's presence contributes to a better learning environment.	5	4	3	2	1
17. The presence of the SRO has deterred violence in my school.	5	4	3	2	1
18. The presence of the SRO has deterred drug activity in my school.	5	4	3	2	1
19. The SRO has reduced threats and bullying between students.	5	4	3	2	1
20. The SRO is a resource to access other community-based programs for youth.	5	4	3	2	1
21. The SRO has reduced fear of crime among teachers/staff.	5	4	3	2	1
22. There has been an improvement in the overall school climate since the SRO program started.	5	4	3	2	1

23. Rank the following SRO activities in order of importance to you:

- ___ Monitor school grounds
- ___ Provide mentoring to students
- ___ Enforce laws within the school
- ___ Offer classroom instruction to students
- ___ Provide training on laws and safety to teachers
- ___ Present information on laws and safety to parent organizations

24. How many years have you been a teacher? _____

25. How many years have you worked at the current school? _____

26. In which grades do you teach? (Circle all that apply)

- (1) 6th
- (2) 7th
- (3) 8th
- (4) 9th
- (5) 10th
- (6) 11th
- (7) 12th

27. What is your gender?

- (1) Male
- (2) Female

28. What is your race?

- (1) African American
- (2) Asian
- (3) Biracial
- (4) Caucasian
- (5) Hispanic
- (6) Native American
- (7) Other

29. What is your age?

- (1) 20-25
- (2) 26-30
- (3) 31-35
- (4) 36-40
- (5) 41-45
- (6) 46-50
- (7) 51-55
- (8) 56-60
- (9) Over 61

Appendix D

School Resource Officer Interview Questions

General Information

1. Age
2. Gender
3. Race
4. How long have you been a police officer?
5. How long have you been an SRO?
6. What do students, teachers, and administrators call you?
7. How many SROs have there been over the life of the PCCD grant?
8. How many years has the SRO program been in operation at this school?
9. How many days a week are you in the school building? Are you considered full or part time?
10. Are you assigned to more than one school building?
11. Are there other SRO sites within your school district?
If yes, how many?
How frequently do you communicate with other SROs within your district?
12. How did you obtain the SRO position? Were you assigned or did you volunteer?
If you volunteered, why?
13. What are your primary job responsibilities?
14. What role do you typically find yourself spending the most time conducting as an SRO-teacher/instructor, law enforcement, counselor/mentor, or other?
15. How are your job responsibilities defined for you and the school administration?
16. Do you have a memorandum of understanding?
If so, who participated in the formulation process?
School Administrators?
School Resource Officer?
Law Enforcement?
Juvenile Probation?
Child Welfare?
Drug and Alcohol?
Mental Health?
Other?
17. Are teachers, parents, and students aware of the MOU?
18. Do you carry a firearm? If yes, all of the time, or part of the time?
19. Do you dress in uniform full time or part time?
20. Do you wear an official uniform or a soft uniform? Full or part time?
21. How do you communicate with administration and law enforcement during the day? (Nextel, walkie talkies, etc...)
22. What other equipment have you found to be helpful in your SRO position?
23. Do you have an office within the school? If yes, describe its location. Has the location changed since the program started? How is your office secured?
24. What are your job responsibilities during school summer breaks and holiday vacations?

25. Do you have a program manual outlining the SRO program at your school?

School Relationships

26. How would you describe your interaction with school administration?
27. Are you invited to attend school staff meetings?
If yes, how often do you attend school staff meetings?
28. What administrator do you interact with most frequently?
How frequently do you interact with that administrator?
Are meetings scheduled or on an “as needed basis”?
29. How would you describe your interaction with teachers?
30. Do teachers have a clear understanding of the SRO program and your roles and responsibilities?
31. Do you and the school see your role in the same way?
32. How are teachers informed of the SRO program?
33. Do teachers request your assistance?
If yes, how frequently & under what circumstances?
34. Do you ever visit the elementary school sites within the school district to which you are assigned? If yes, for what purpose?
35. Do you have a copy of the school’s student handbook?
36. What is the procedure you follow for removing a student from class for questioning when necessary?
37. At what point did the current responsibilities of the SRO position become clear to you and the school administration?

Law Enforcement

38. How often do you attend law enforcement staff meetings or roll call?
39. How often do you meet with your law enforcement supervisor?
40. How frequently does your law enforcement supervisor visit your school site?
41. Have you ever left the building to assist officers off school grounds?
Is this addressed through your job description or MOU?
42. Do you make arrests on school grounds as an SRO?
43. Does your memorandum of understanding outline cases where officer discretion overrules school policy?
44. Have you ever taken a loaded firearm from a student or individual on school grounds?
45. Do you feel that your presence as an SRO improves the accuracy of the reporting of school crime to your law enforcement department?
46. Are you responsible for completing the 360 forms for your school? Does your presence improve the accuracy of reporting incidences on the PDE 360 forms (Act 26 reports or weapon/violence reports)?
47. How do other law enforcement officers perceive the role as an SRO?

Crime Prevention

48. Do you participate in your Safe Schools Plan Committee? If not, have you ever seen your school's Safe School Plan?
49. Have you been involved in the crisis planning? Have your plans been tested through drills or exercises?
50. Do you provide assistance for crime prevention through environmental design?
51. Do you have a map of the school campus and building(s)?
52. What changes have you introduced to improve school safety?

Classroom Presentations/Education

53. Do you give classrooms presentations? If so, how often? What topics are covered? What materials are utilized? Do teachers evaluate your teaching techniques?
54. Do you arrange to have outside speakers make presentations at school?
55. Have you ever made a presentation to the school staff? If so, how many times? What were the topics?
56. Have you ever made a presentation to the PTO/PTA? If so, how many times? What were the topics?
57. Have you ever made a presentation to any community organization? If so, how many time? What were the topics?

Mentoring

58. Are you involved with school extracurricular activities, such as coaching?
59. What school events do you attend? In what capacity are you attending events (work or leisure)?
60. How are you compensated for working at extracurricular events?
61. What efforts do you make to connect with the students?
62. How do students make contact with you when needed? Do you have an email account, anonymous tip line, office hours, or other means students can contact you?

Collaboration

63. Do you keep law enforcement informed of situations that could impact the safety of the community?
64. Do you keep the school administration informed of conditions in the community that could impact safety within your school?
65. What youth development and juvenile delinquency prevention programs are operating in your school?
66. What delinquency prevention programs are operating within your community?
67. Have you made referrals to delinquency prevention programs either within the school or community?

68. How would you describe the current level of collaboration between the SRO program and other prevention programs? (i.e child welfare, juvenile probation, mental health/mental retardation, drug and alcohol) How do you link with those services?
69. Do you have a school-based probation officer located within your school district? If yes, describe your level of interaction with school-based probation.
70. Describe your level of interaction with other school-based programs.
71. Are you a member of the Student Assistance Team?
Have you attended Student Assistance Team training?
72. Are there truancy officers within your school?
If yes, what is the level of collaboration you maintain with them?
If no, is truancy enforcement part of your responsibility as an SRO?
73. Do you have security officers within the school? If yes, how closely do you work with them?
74. How frequently and under what circumstances do you contact parents?
75. Are you contacted by parents, teachers, or law enforcement officers after hours?
76. Are you aware of the U.S Department of Education's Safe and Drug Free School Program? Does that program provide support and/or resources for the SRO program?

Training

77. How often do you have the opportunity to participate in training or in-service activities?
78. What law enforcement trainings have you attended?
79. Have you attended training specifically for SROs?
80. Do you attend trainings offered through the school?
81. Are you a member of NASRO? How have you benefited from that membership?
82. What trainings would you like to see offered that are not currently available to you?
83. Do you have the opportunity to meet with other SROs not only within your county, but also statewide and nationally?

Evaluation

84. What data do you collect for evaluation of your SRO program?
85. How do you define success for the SRO program?
86. Are you aware of the plan on how the SRO program is going to be sustained once the grant funding runs out?
87. What has been the biggest obstacle of performing your duties as SRO?
88. What was the biggest challenge in implementing the program?
89. What do you feel is the greatest strength of the program?
90. What do you feel your major strength is as an SRO?
91. What do you feel is the major accomplishment of the SRO program?
92. What would make the SRO program even better?
93. Do you feel the SRO program is worthwhile?

Appendix E

School Administrators Survey Questions

1. Is the SRO program at your school currently receiving funding from the state?
 - a. If yes, when does that grant funding end? Do you plan on continuing the program once the grant funding runs out? If so, what are your plans for sustaining the program?
 - b. If no, when did that grant funding end? How have you continued to sustain funds for the program?
2. Who initiated the grant for the state funding of the SRO program?
3. What steps did you take to get the program approved by the school board?
4. What barriers did you encounter during the implementation period? How did you overcome those barriers?
5. Is there a Memorandum of Understanding (MOU) for the SRO program? If so, did you participate in the development of the MOU? How frequently is the MOU revisited and revised? How frequently do you reference the MOU?
6. How have you communicated the SRO program to parents and community?
7. Do you have a clear understanding of the SRO's role and responsibilities in your school? If yes, at what point did those responsibilities become clear?
8. How would you describe the relationship between teachers and the SRO? Do they work together as a team?
9. How were/are teachers and staff informed of the goals and responsibilities of the SRO?
10. Has the SRO improved educator-law enforcement collaboration?
11. Has the SRO reduced fear of crime among school staff?
12. Is the SRO viewed as a member of the school staff?
13. Has the SRO provided training to the teachers or school staff? If yes, what topics were presented?
14. Does the SRO's presence contribute to a better learning environment?
15. Is the SRO invited to attend school staff meetings? If yes, does the SRO attend these meetings regularly?
16. Is the SRO invited to attend trainings offered to school personnel?
17. Have you attended the National Association of School Resource Officers (NASRO) or equivalent training? If yes, did you find that training to be beneficial?
18. How would you describe your interaction with the SRO?
19. How frequently do you meet with the SRO?
20. Does the SRO stay in contact with you about existing and potential problems within the school?
21. Does the SRO inform you of issues within the community that may impact school safety?
22. Has the SRO made it easier to maintain order within the school?
23. Has the SRO made recommendations to improve school safety? If yes, were changes implemented as a result of those recommendations?

24. Do you feel the SRO program has improved the accuracy of reporting school crimes on the 360 forms?
25. Has the presence of the SRO deterred violence within your school?
26. Has the SRO reduced threats and bullying among students at your school?
27. Have you utilized the SRO as a resource to access community-based programs and services?
28. What other youth development programs and delinquency prevention programs are operating in your school?
29. Has the SRO program improved school coordination with the following: child welfare, juvenile probation, mental health, mental retardation, drug and alcohol services, or any other?
30. How do you measure success of the SRO program?
31. What is the most important function of the SRO?
32. What do you see as the greatest weakness of the SRO program?
33. What is the biggest benefit of the SRO program?
34. What has been the greatest accomplishment of the SRO program?