



## **I. Introduction**

The implementation of School Resource Officers (SROs) in public schools, as well as their effects on students, are becoming increasingly important. Although School Resource Officers (SROs) have been implemented in U.S. high schools since the mid-1900s, school crime was not yet a national concern at the time of the program's conception. According to sociologist Dr. Ben T. Brown, school crime was once thought to be a problem of exclusively impoverished schools (Brown 2006). The shooting at Columbine High School challenged this belief, as it was considered the deadliest school massacre in the nation's history (Brown 2006). Events of school violence both in the past and present have heightened public concern of school violence, reflected in the increased implementation of SROs as a prevention measure.

Despite their prevalence, the effectiveness of SROs on improving school safety and perceptions of safety have been widely debated. After the school shooting at Marjory Stoneman Douglas High School in Parkland, Florida, many people, including President Trump, have pushed for SROs in every school as violence prevention measures. However, "The school in Parkland, Fla. had a school resource officer on duty during the shooting. The Broward Sheriff said the officer remained outside in a defensive position at the time of the shooting" (Corley 2018). The continuous debate surrounding school safety has evidently raised questions as to the effectiveness of SROs after their failures in preventing attacks.

Furthermore, the use of SROs in public questions has called into question their further effects on students. Research has focused on SROs effects on perceptions of safety and feelings of school connectedness. A study conducted by Matthew T. Theriot and John G. Orme, administered a school safety survey to a Southeastern United States school district

(Theriot, Orme 2016). It resulted that students who had more positive attitudes toward SROs on campus felt safer (Theriot, Orme 2016). Although positive attitudes toward SROs have been related to boosted perceptions of safety, they've also been found to decrease school connectedness, or students' feelings of connection and belonging to a school. SROs have been extensively researched to reveal their effects on students, shifting the focus outside of their main function as security measures.

In order to contribute new insight to the current body of research, the present study will use previously established methods in a student body that differs ethnically and socioeconomically. By administering a self-report survey developed by credible researchers and screening potentially exaggerated scores, the present study will serve to address the question: How do perceptions of school resource officers on high school campuses affect students' perceptions of safety and school connectedness?

## **II. Literature Review**

### *School Resource Officer Programs*

Since the mid-1900s, school resource officer programs have been implemented in schools across the U.S., employing officers (SROs) to patrol and investigate crimes on school properties. However, the number of SROs increased dramatically during the 1990s, and by the year 2000, nearly half of the U.S.'s police departments had assigned full time officers to serve as SROs at schools (Brown 2006). According to a National Assessment of School Resource Officers by Jack McDevitt and Jenn Panniello, the goal of the SRO program is to ensure safety (McDevitt, Panniello 2005). SROs act as counselors and teach students within their school community in such a way that helps prevent crime (McDevitt, Panniello 2005). While these SROs aim to deter school crime, many studies have undermined their effectiveness. In a study by Arrick Jackson in

2002, a survey was administered to high school juniors and seniors, attending either an SRO or a non-SRO school (Jackson 2002). This survey asked their opinions of the seriousness of delinquency, perceptions of the SRO, their perceptions of being identified if committing delinquent acts, interactions with SROs and their liking of the SRO (Jackson 2002). Although they found that SROs had nearly no effect on any of the scales, students attending a high school with an SRO believed they were less likely to be detected when involved in delinquent activity (Jackson 2002). Jackson's study found that SROs were mostly effective in deterring assault on campus, but did not show any further effects on other crimes or the student perceptions of crime (Jackson 2002). Studies like Jackson's highlight instances in which SROs have not been effective in deterring crime and ensuring safety in a school community.

### *SROs and Perceptions of Safety*

Due to the increased implementation of SROs, studies have been conducted to explore their effects on students and faculty, such as their perceptions of safety. In a study by Theriot and Orme, a survey administered to a Southeastern United States school district showed that students who had more positive attitudes toward SROs on campus felt safer (Theriot, Orme 2016). Additionally, they concluded that student experiences with school violence, rather than interactions with SROs, had a more significant impact on their feelings of safety (Theriot, Orme 2016). Another study by McDevitt and Panniello focused on the factors that affect both students' comfort reporting crimes to SROs and their perceptions of safety in their schools (McDevitt, Panniello 2005). Through a survey administered to middle and high school students, they found that knowing the SROs' name as well as having conversations with them could positively affect whether the student felt comfortable with reporting crimes to their SRO (McDevitt, Panniello 2005). In this study, perceptions of safety were most impacted by the level of neighborhood

crime, past victimization at school, their comfort reporting crimes, having a positive opinion of SRO, and gender (McDevitt, Paniello 2005). Since there have been various interpretations of the effects SROs have on perceptions of safety, it is imperative that further research is conducted to make these effects clearer.

### *Student Perceptions of School Security Measures and Safety*

Understanding the factors that construct one's perceptions of safety provide insight into how SROs might affect a students' perceptions of safety. One of these factors is the presence of security measures. In a study by Bosworth and colleagues in 2011, when randomly selected students and teachers were asked "What makes a school safe", they replied within 3 categories: physical characteristics and safety features, organization and school discipline, and school staffing and relationships that enhance feelings of safety with a sense of caring and community (Bosworth et al. 2011). From these three, students ranked tangible security equipment higher than school staffing as a contributor to feelings of safety (Bosworth et al. 2011). Both students and faculty found that school organization and discipline, as well as school staffing and relationships, made them feel safer at school (Bosworth et al. 2011). This study showed that both students and staff felt safest in schools where they perceived the adults to be caring and helpful, and that rules were clear, consistent, well communicated, and consistently applied (Bosworth et al. 2011). These findings suggest that adults and students share factors that construct their perceptions of safety. Another study by Ben Brown and W.M. Reed Benedict in 2005 focused on student perceptions of school security measures and the effect on their feelings of safety (Brown, Benedict 2005). A survey administered to students of the Brownsville Independent School District showed that while students are supportive of many of the safety measures, those employing "hard control" have a limited impact on school crime overall (Brown, Benedict 2005).

These hard control methods, such as video surveillance, are similar to the physical security measures studied by Bosworth and colleagues to which they referred to as physical characteristics and safety features. However, there are contradictory results between the two studies since the students surveyed by Bosworth considered these measures to be more important to their feelings of safety, but the students surveyed by Brown and Benedict found the measures to be ineffectual in deterring crime. While security measures are an essential part of student perceptions of safety overall, the conflicting opinions lead researchers to believe there are other relevant factors.

The study “Beyond Guns, Drugs and Gangs” by Skiba and colleagues in 2004 addresses these relevant factors. The researchers surveyed students, staff, and parents about school safety (Skiba et al. 2004). The most important factors of their feelings of safety for all three groups were the connection or climate of the school, incivility and disruption, personal safety, and delinquency or major safety (Skiba et al. 2004). This study showed that school connection and climate are more important than factors of delinquency or physical safety measures in predicting students’ overall feelings about school safety in the locations studied by the researchers (Skiba et al. 2004). Additional studies have also indicated that experiences with different forms of aggression contribute to students’ perceptions of their school climate as well as their feelings of safety at school. A study conducted by Sara Goldstein and colleagues called “Relational Aggression at School: Associations with School Safety and Social Climate” surveyed middle school and high school students in metropolitan Detroit provided insight into how students’ experiences at school affect their perceptions of safety (Goldstein et al. 2007) . Their survey results indicated that high exposure to relational (verbal) aggression made students feel less safe at school and have negative overall experiences at school, impacting their perceptions of their

social climate negatively (Goldstein et al. 2007). Since school climate and connection have been found to have an impact on student perceptions of safety, the impact SROS have on those two factors must also be addressed.

### *SROs and Feelings of School Connectedness*

Another focus taken on the effects of SROs are their influence on the school connectedness perceived by students. In a study by Matthew T. Theriot in 2016, the researcher administered a survey to a school district in Southeastern United States about school safety (Theriot 2016). The survey collected the amount of times students reported interacting with SROs, and the students' responses to questions about school connectedness and climate. These questions were compiled into distinct scales to construct scale scores (Theriot 2016). The higher the participants scored on either the school connectedness or SRO perceptions scales, the more negative feelings of school connectedness or more positive opinions of the SRO were observed (Theriot 2016). The survey showed that increased student interaction with SROs caused more positive attitudes toward the SROs, but lower school connectedness. This was explained by Theriot to possibly be a result of the increased interactions with SROs drawing attention to school crime, which can generate worry or violence among students, and contribute to the students feeling less connected and comfortable at school (Theriot 2016). By considering how SROs affect school connectedness, there is a better understanding of how they affect students' perceptions of safety overall, considering the conclusion the study by Skiba and colleagues that identified it as a relevant factor to how safe students feel at school.

### *Validity of Self Report Survey Method*

The majority of studies on student perceptions of safety have used self-report surveys to identify the effects of SROs on students and faculty. Due to the reliance on this method, many have assessed the validity of self-report surveys to gauge perceptions of safety in response to SROs. In a study by Cornell and Loper, it was demonstrated that by screening surveys for incomplete or careless responses, surveys can be essential in gaining insight into the nature and extent of high-risk behavior in schools, and effectively help school psychologists and other educators in developing violence intervention and prevention programs (Cornell, Loper 1998). These methods established by Cornell and Loper were used in Theriot's various studies on school resource officers, including in his work in conjunction with John G. Orme. This was done to exclude careless reporting or surveys that showed high levels of victimization. While Theriot and Orme explicitly used these screening methods to ensure the validity of their survey responses, much of the research about student perceptions of safety and SROs does not. For example, the study "Police-School Officers and students' perceptions of police and offending" by Arrick Jackson implements the self-report survey method to measure student perception of delinquency and school-resource officers or police, depending on whether the school they focused on used an SRO. The survey data indicated that increased interaction with SROs resulted in more positive opinions of the students' SRO, but it did not change their opinions of police outside of their school (Jackson 2002). While this survey was consistent with the results of the study done by Theriot in 2016, there was no screening process implemented during data analysis, which is essential in excluding careless responses and improving the validity of the self-report survey method. This lack of screening proves to be missing in much of the research in this area.

### *Hypothesis*

The mission of this research is to explore the relationships between school resource officers and high school students' perceptions of safety and school connectedness. The researcher of this study hypothesizes that in an environment that differs ethnically and socioeconomically than previous studies, school safety survey results will support previous studies that found SROs to affect perceptions of safety positively and student's feelings of school connectedness negatively. This would be conveyed through increased feelings of safety but decreased levels of school connectedness in response to more interactions with or more positive opinions of the SRO.

### III. Methods

**A. Population:** The school included the present study, GHC, is a large sized co-ed public high school in a suburban setting. There are 4,480 attending students, with an ethnically diverse population, outlined in **Table 1**. GHC's population contrasts with this study's foundational sources due to differences in regional settings and ethnic demographics. These differences may prove to create a difference between this the results of this study's population and of its foundational sources' population.

| Race/<br>Ethnicity            | Percentage (%) |
|-------------------------------|----------------|
| Hispanic                      | 40             |
| White                         | 25             |
| Asian                         | 18             |
| Filipino                      | 9              |
| African American              | 4              |
| American Indian/Alaska Native | <1             |
| Islander                      | <1             |
| Declined To State             | <2             |

Source: GHC 2017-18 School Profile

**B. Survey Alignment:** In order to align with previous methods implemented in studying student perceptions of SROs and safety, a researcher expert was contacted. Matthew T. Theriot and John G. Orme, professors of the College of Social Work at the University of Tennessee, have previously researched student perceptions of SROs through survey distribution. In order to closely align the present research to previously established

methods, Theriot was contacted through email and he provided the survey used in his and Orme’s study. This survey was then included in the present study to be distributed after a stratified random sample of GHC student was selected. From this survey instrument, the questions making up each scale regarding school connectedness, school safety perceptions, violence experienced at school are described in **Table 2**.

| TABLE 2: Instrument Table   |   |                    |
|---|---|--------------------|
| Questions   | Measurement Scale   | Source             |
| <b>Demographic Questions</b>  |   |                    |
|   | Assorted  |                    |
| What gate did you enter the school from the morning you were contacted?                           | Flagpole/Zelzah, Zelzah Teacher Parking Lot, Service Road (Boy's PE side), Hiwatha Parking Lot, Girls PE Side Service Road, J Gate, Kingsbury (main entrance) | self-defined       |
| What is your gender?  | Male, Female  | self-defined       |
| What grade are you in at school?  | Freshman, Sophomore, Junior, Senior   | self-defined       |
| How many years have you been a student at this school?  | 1 (this is my first year), 2, 3, 4, 5 or more   | Theriot, Orme 2016 |
| How many good friends do you have at school?  | None, I have one good friend at school, I have 2-3 good friends at school, I have 4-5 good friends at school, I have 6 or more good friends at school         |                    |
| <b>School Connectedness Scale Statements</b>  |   |                    |
|   | Likert Scale  |                    |
| I am learning a lot at this school.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  | Theriot, Orme 2016 |
| School rules seem fair to me.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| Teachers work hard to make every student successful.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| I feel that I belong at this school.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| I do not try hard in school.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| In general, I like school.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| I don't care what teachers think of me.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| I am proud of this school.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| I do not feel that I can tell a teacher, principal, or other adult at school if I have a problem. | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| Students enjoy learning here.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |

|  |   |                    |
|--|---|--------------------|
| <b>Student School Safety Perceptions Statements Scale</b>  | <b>Likert Scale</b>   |                    |
| Overall, I feel safe at school.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  | Theriot, Orme 2016 |
| I feel safe in the school hallways.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| I feel safe in the cafeteria.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| I feel safe going to school in the morning and coming home from school in the afternoon.   | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| I feel safe in the bathrooms at school.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| I feel safe in my classrooms.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
|  |   |                    |
| In general, I do not trust the police.   | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| Having a police officer at my school everyday would make me feel safer.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| Having metal detectors at my school would make me feel safer.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| Having surprise locker checks at my school would help me feel safer.   | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| In general, I like the police.   | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
| Gangs are a big problem at my school.  | 1=strongly disagree; 3=neutral; and 5=strongly agree  |                    |
|  |   |                    |
| <b>Student Experience with Violence at School</b>  | <b>Likert Scale</b>   |                    |
| During this school year, how often have you been teased, called names, or insulted by another student while at school?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times | Theriot, Orme 2016 |
| During this school year, how often have you had a physical fight with another student while at school?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how often have you had an argument with another student while at school?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how often have you been bullied by another student while at school?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how often have you been hit, kicked, grabbed, or otherwise physically grabbed, or otherwise physically harmed by a boyfriend, girlfriend, or anyone that you were dating? | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how often have you been teased, called names, insulted, or attacked at school because of your skin color, race, religion, or where your family came from?                 | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how often has another student threatened to physically harm you while at school?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
|  |   |                    |

|   |   |                    |
|---|---|--------------------|
| <b>School Violence Students Have Seen</b>   | Likert Scale  |                    |
| During this school year, how many times have you seen students smoke cigarettes or use tobacco at school?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times | Theriot, Orme 2016 |
| During this school year, how many times have you seen a knife at school (not including a cafeteria knife)?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen a gun at school (not including police officers)?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen students with drugs or alcohol at school?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen a student tease or insult another student (including name-calling)?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen a student bully another student?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you heard a student threaten to physically harm another student?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen violence between two students who are dating each other?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen two or more students have a loud argument?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen two or more students get in a physical fight?   | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
| During this school year, how many times have you seen a student tease, insult, or attack another student because of skin color, religion, or where they came from?  | 1=never, 2=once or twice, 3=about once a month, 4=2-3 times a month, 5= about once a week, and 6= several times |                    |
|   |   |                    |
| <b>Attitudes About SROs Scale Statements</b>  | Likert Scale  |                    |
| I like having a police officer at my school everyday.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  | Theriot, Orme 2016 |
| I feel safer with the police officer at my school.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| The police officer at my school does not treat all students fairly.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| In general, the police officer at my school does a good job.  | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| The police officer at my school has a good relationship with the students.  | = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| The police officer I does a good job of stopping violence at my school.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| The police officer does a good job of stopping students from selling or using drugs or alcohol at school.   | 5= strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree   |                    |
| The police officer at my school does not make me feel better about the police in general.   | 5= strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree   |                    |
| The police officer at school will help students who need help   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
| Most students at my school don't like the police officer.   | 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree  |                    |
|   |   |                    |
| <b>Number of Interactions with SRO</b>  | Assorted  |                    |
| During this school year, how many times have you interacted with the police officer at your school (including things like talking to him or her, asking for or getting help from the police officer, and getting in trouble)? | None, 1-2 times, 3-4 times, 5-6 times, 7 or more times  | Theriot, Orme 2016 |
| During this school year, has the police officer at your school led a class or given a presentation that you attended?   | Yes , No  |                    |

**C. Sample Selection:** In order to make each student equally likely to be chosen to participate in the study, a stratified random sample was done every day before school for 3 weeks. Each of the seven gates on campus has a certain percentage of students who come through it. In order to perform a stratified random sample, students were randomly chosen and asked to participate in the study. The gate strata, and the percentage of students included are outlined in **Table 3**. With the help of two business statistics students, students coming into school through each gate were asked if they wanted to participate in the study. All GHC students have access to a Chromebook and Gmail account, providing an easily accessible method of distributing the survey. Through this process, 125 students were able to participate in the present study. While there was a sample of 125 students from all of the gates, a further random sample of 100 participants out of the 125 was chosen using Excel technology in order to facilitate the data processing and assure the gate proportions were met for each stratum.

| <b>School Entrance</b>     | <b>Percentage of Students (%)</b> |
|----------------------------|-----------------------------------|
| Flagpole (Zelzah)          | 28                                |
| Kingsbury                  | 24                                |
| Zelzah Teacher Parking Lot | 22                                |
| Service Road West          | 11                                |
| Hiawatha Lot               | 7                                 |
| Service Road East          | 5                                 |
| J-Gate                     | 3                                 |

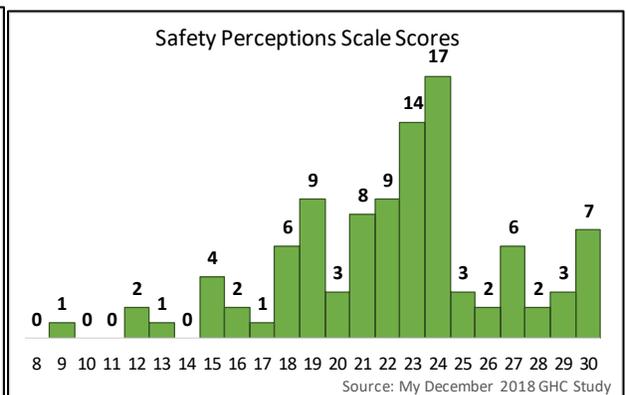
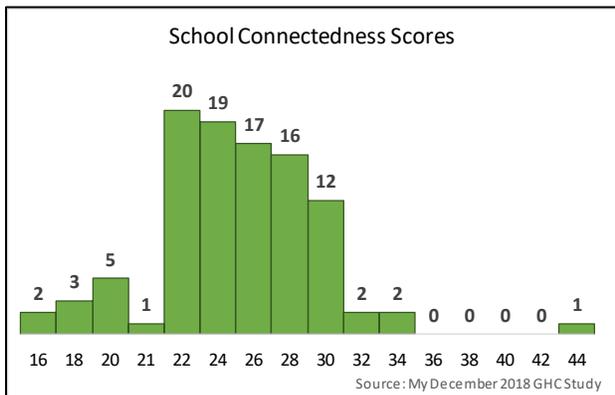
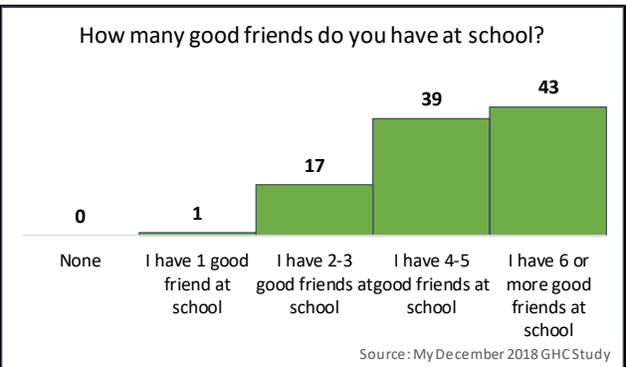
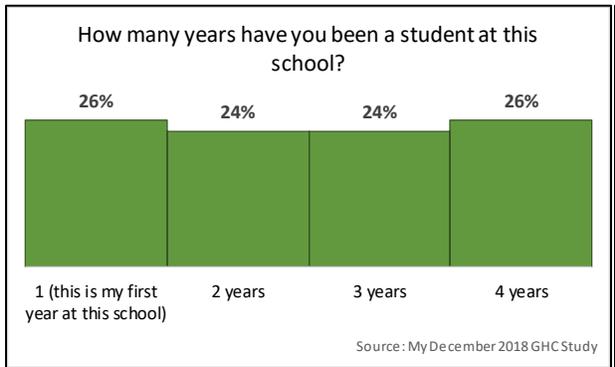
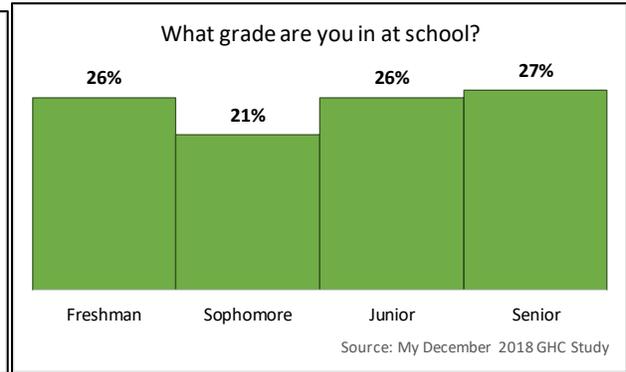
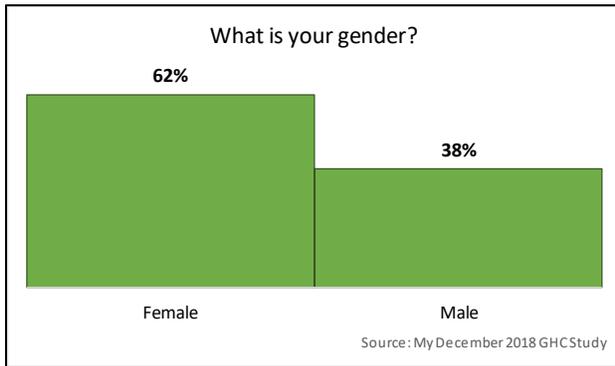
Source: My December 2018 GHC Study

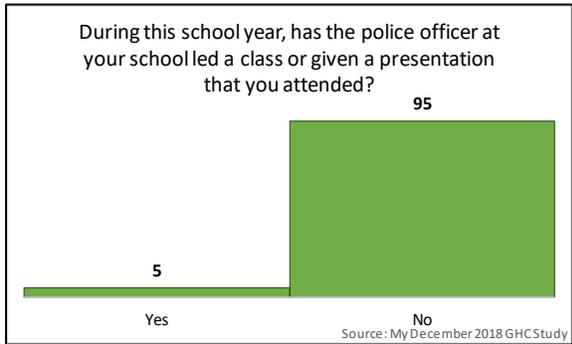
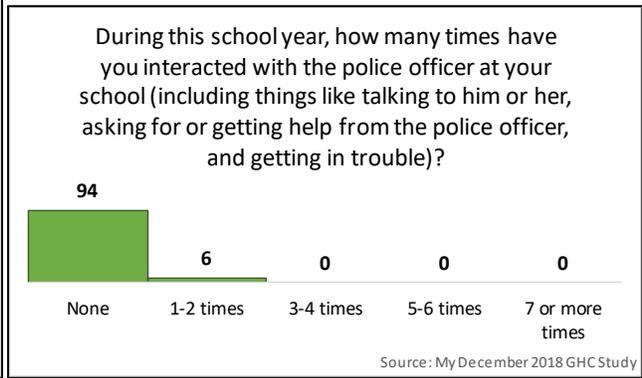
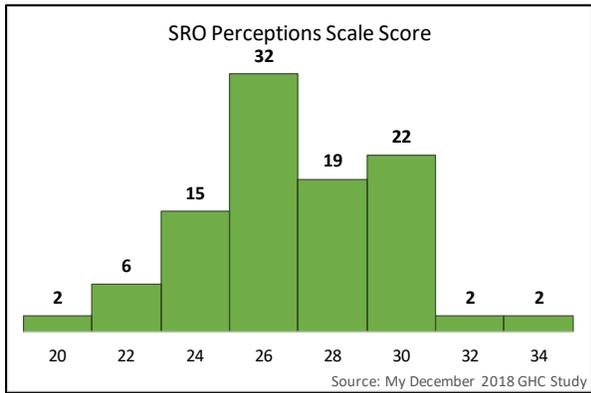
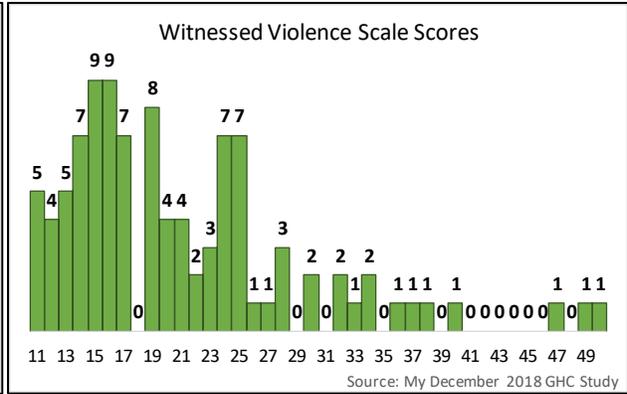
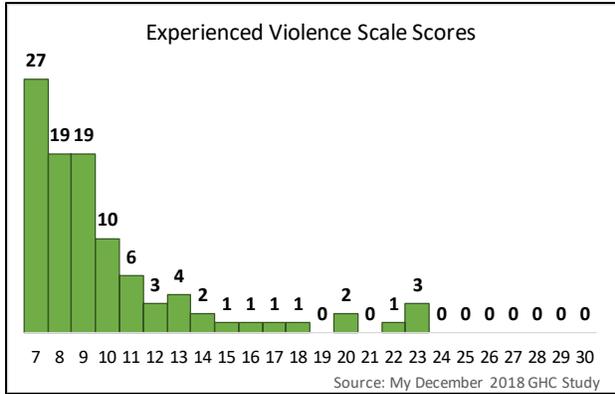
**D. Implementation:** The survey implemented in this study was mechanically distributed through school-issued Chromebooks and Google Forms. Each time a participant was identified at the gate, the survey was sent to them digitally through an email with a Google Forms link. Since each student has access to the technology implemented, every student in the population was equally likely to participate. The data from each survey was processed through Excel Toolpak functions such as histogram constructions or univariate data calculations.

**E. Survey Screening Alignment:** A survey screening process was implemented to validate the results, removing any incomplete or exaggerated surveys. This was done in alignment with the study by Cornell and Loper demonstrated that by screening surveys for incomplete or careless responses, surveys can be essential in gaining insight into the nature and extent of high-risk behavior in schools (Cornell and Loper 1998). Similarly, the study “Assessing the Reliability and Validity of Student Self-Reports of Campus Violence” by Jennifer Rosenblatt and Michael Furlong indicated that screening for incomplete responses and designing procedures that exclude illegitimate answers allow a more accurate study of school safety and campus violence (Rosenblatt and Furlong 1997). This screening process, implemented through the Google Surveys technology, is integral to the validity of the self-report survey used in this study, due to the many of the questions’ subject matter of school violence. It is possible that some respondents may have carelessly filled out the survey and inaccurately portrayed the sample population, so by screening the results, the present study has aligned itself to previous methods of survey distribution.

#### **IV. Findings**

## A. Histograms





## B. Descriptive Statistics

| Survey Scale         | Possible Range | Mean score | Standard Deviation |
|----------------------|----------------|------------|--------------------|
| School Connectedness | 10 to 50       | 25.29      | 0.417              |
| Safety Perceptions   | 6 to 30        | 22.32      | 4.37               |
| Experienced Violence | 7 to 42        | 10.11      | 4.32               |
| Witnessed Violence   | 7 to 42        | 20.95      | 8.35               |
| SRO Perceptions      | 10 to 50       | 26.88      | 2.8                |

### C. Correlations

|                 | <i>SC Score</i> | <i>SP Score</i> | <i>EV Score</i> | <i>WV Score</i> | <i>SROP Score</i> |
|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| SC Score        | 1.00            |                 |                 |                 |                   |
| SP Score        | 0.43            | 1.00            |                 |                 |                   |
| EV Score        | -0.29           | -0.28           | 1.00            |                 |                   |
| WV Score        | -0.18           | -0.23           | 0.65            | 1.00            |                   |
| SROP Score      | 0.19            | 0.20            | -0.09           | -0.09           | 1.00              |
| slight positive | slight negative |                 |                 |                 |                   |
| strong positive |                 |                 |                 |                 |                   |

|                    | <i>Interactions</i> | <i>Class/Presentation</i> | <i>SC Score</i> | <i>SP Score</i> | <i>SROP Score</i> |
|--------------------|---------------------|---------------------------|-----------------|-----------------|-------------------|
| Interactions       | 1.00                |                           |                 |                 |                   |
| Class/Presentation | -0.06               | 1.00                      |                 |                 |                   |
| SC Score           | -0.31               | 0.02                      | 1.00            |                 |                   |
| SP Score           | -0.01               | -0.05                     | 0.43            | 1.00            |                   |
| SROP Score         | -0.02               | 0.12                      | 0.19            | 0.20            | 1.00              |
| slight negative    | slight positive     |                           |                 |                 |                   |

### D. Regressions

| Safety Perceptions Score Regression |                     |                       |               |                |
|-------------------------------------|---------------------|-----------------------|---------------|----------------|
|                                     | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
| Intercept                           | 10.57               | 4.51                  | 2.34          | 0.02           |
| SC Score                            | 0.37                | 0.10                  | 3.78          | 0.00           |
| EV Score                            | -0.21               | 0.10                  | -2.13         | 0.04           |
| SROP Score                          | 0.16                | 0.14                  | 1.16          | 0.25           |

| School Connectedness Score Regression |                     |                       |               |                |
|---------------------------------------|---------------------|-----------------------|---------------|----------------|
|                                       | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
| Intercept                             | 15.08               | 4.22                  | 3.58          | 0.00           |
| SP Score                              | 0.35                | 0.09                  | 3.78          | 0.00           |
| EV Score                              | -0.16               | 0.09                  | -1.65         | 0.10           |
| SROP Score                            | 0.15                | 0.14                  | 1.09          | 0.28           |

## V. Analysis of Findings

The foundational study by Theriot and Orme utilized Latent Class Analysis (LCA) and logistic modeling regression. Regression to analyze the survey results. The LCA serve to identify discrete subpopulations, or latent classes, of similar cases. The logistic modeling regression implemented the latent classes identified in the LCA in bivariate and multivariate regression. In order to best align the present study's analysis method to those of their foundational studies, the researcher of the present study utilized the descriptive statistics, correlation, and multivariate logistic regression functions available on Excel technology.

### *Comparing Descriptive Statistics and Overall Trends*

Due to the manner in which this study has aligned itself with the study done by Theriot and Orme, the survey data descriptive statistics and overall trends were important to highlight any differences between the two populations. The survey was broken into demographics, then into multiple scales addressing school connectedness, safety perceptions, violence experienced, violence witnessed, and SRO perceptions. The survey was concluded with two questions

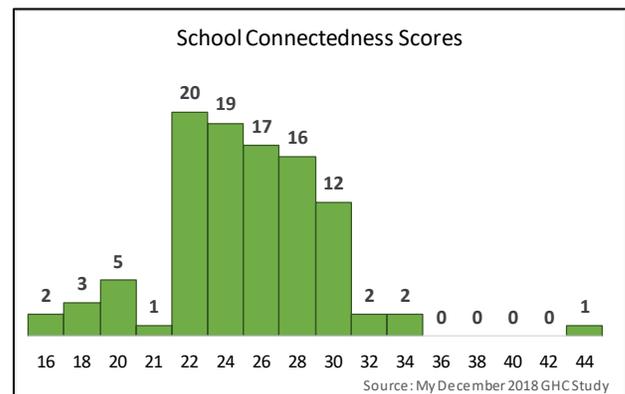
indicating levels of interaction with the SRO. Each demographic question and stand-alone scale was run through descriptive statistics with Excel technology and examined for overall trends.

### *Demographics*

The first questions addressed the participants' demographics, such as gender, grade, years spent at this particular school, and number of good friends at school. The gender demographics were 62 percent female and 38 percent male. For grade level, the proportions of each group were close to equal, where there were 26% freshmen, 21% sophomores, 26% juniors, and 27% seniors. This remained true for the spread for years spent at school since it was nearly uniform, meaning that each group was nearly equal. For the number of good friends at school, more than half of the respondents (72%) have at least 4 good friends at school. Only small percentage of students (18%) have less than 4 good friends at school. Compared to the Theriot and Orme study in which 1,744 students had 2 or more good friends at school (89%), the present study had 99 students with 2 or more good friends at school (99%) (Theriot, Orme 2016).

### *School Connectedness*

The stand-alone scales were also run through descriptive statistics with Excel technology to identify any trends. The first survey scale was after the demographic questions, addressing the participants' feelings of school connectedness with 10 questions. It asked

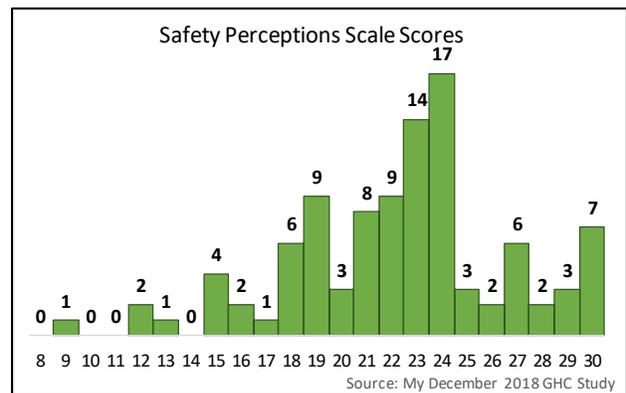


questions about how fair they believed their school rules to be, work ethic, school pride, sense of belonging, liking of school, whether the students are learning a lot and their willingness to report

problems to school staff. Each question within this scale had Likert scale responses where 5 = strongly agree; 3 =agree, neutral; and 1=disagree, strongly disagree. To create the overall score, each response was simply summed to one score. The school connectedness scale had a possible range of 10 to 50. The descriptive statistics showed a mean school connectedness score of 25.29 with a standard deviation of .417. This is much lower than the mean school connectedness score in the Theriot and Orme study of 33.2 with a standard deviation 6.5 (Theriot, Orme 2016). This not only indicated lower levels of school connectedness in the participants of the present study, but also a much less variable sample of school connectedness scores due to the lower standard deviation. Additionally, the scale histogram was skewed to the right with higher proportions of scores placed on the lower end of the range. This further indicates that the sample population has lower levels of school connectedness.

*Perceptions of Safety*

The second survey scale, comprised of 6 questions, was meant to measure perceptions of safety. Using the same 5 point Likert scale as the last survey scale, students were asked if they felt safe in various locations. This included at school overall, in school hallways,

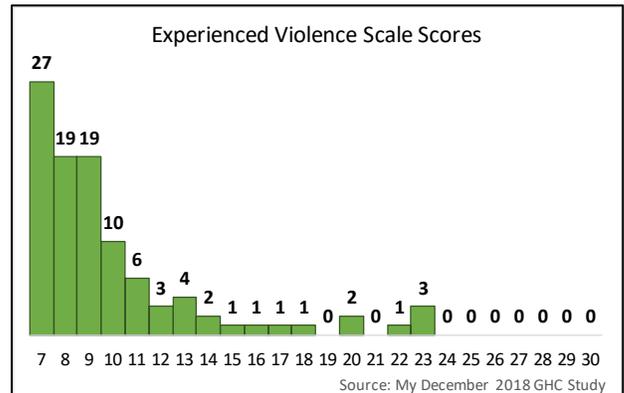


in the cafeteria, going to and from school, in school bathrooms, and their classrooms. The scale score was summed the same as the last scale. The perceptions of safety scores had a possible range of 6 to 30. The descriptive statistics showed a mean safety perceptions score of 22.32 and standard deviation of .4366. Since the possible scores ranged from 6 to 30, the mean safety perceptions score indicates higher feelings of safety within this sample population. The scale

histogram is also skewed to the left, with higher proportions of scores on the higher end of the score range. This also supports the conclusion that this sample reported higher feelings of safety.

### *Experienced Violence*

The third survey scale, comprised of 7 questions, measures the level of experienced violence of the survey respondent. It asked the participant questions of various types of violence they may have personally experienced while at school. This includes teasing, physical fights,

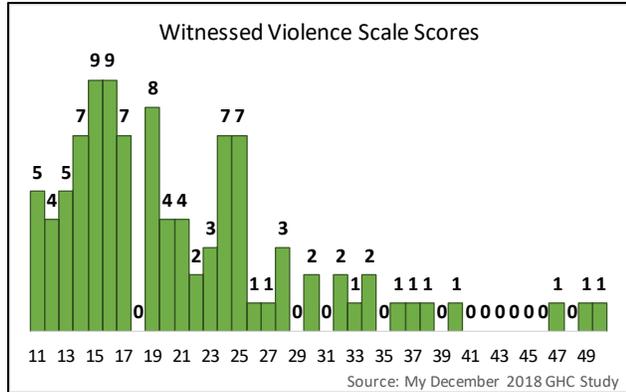


arguments, bullying, physical harm from a partner, racially based harassment, or physical threats.

The scores had a possible range from 7 to 40, in which higher score indicated higher levels of experienced violence while at school. The sample population had a mean experienced violence score of 10.11 with a standard deviation of 4.32. Compared to the sample population of the Theriot and Orme study, which had a mean experienced violence scores of 12.8 and standard deviation of 5.8, the present study's sample indicated lower scores and less variability (Theriot, Orme 2016). While the present study's sample population had a lower mean experienced violence score than the Theriot and Orme study, 12.8 is still within one standard deviation from 10.11, so it is not statistically significant. The scale histogram was dramatically skewed to the right, with most scores on the lower end of the range. This is another indication that the current study reported lower levels of experienced violence.

### *Witnessed Violence*

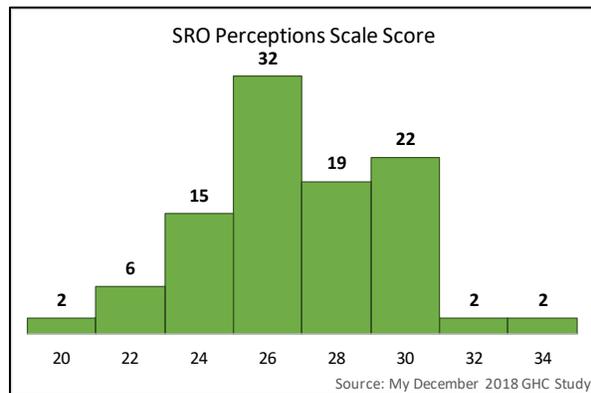
The fourth survey section addressed any witnessed violence. It included the same types of violence as the last scale, but it instead asked the participant whether they had seen it happen to another student, rather than to themselves. The scores



ranged from 7 to 40. The survey sample had a mean witnessed violence score of 20.95 with a standard deviation of 8.35. While the Theriot and Orme study provided no descriptive statistics for this scale, the mean witnessed violence score of the present study indicates that its population had lower levels of witnessed violence. This is due to the mean score, 20.95, being lower than the median score of the possible range (23.5). Overall, the scale histogram shows a moderate skewness to the right. This suggests that similarly to the experienced violence scale, the current study’s sample population reported lower levels of witnessed violence.

*Opinions of SRO*

This scale asked the participant 10 questions addressing their perceptions of their SRO. This includes whether they liked having the officer at school, felt safer with the SRO at school, and whether they believed the officer was helpful to students. Additionally, students



were asked if they believed the SRO treated all students fairly, does a good job, makes them feel better about police, has a good relationship with students, and that other students like the officer. They were also asked whether they felt their SRO does a good job of stopping violence and

preventing crime (sale of drugs or alcohol at school). There was a possible range of 10 to 50 points on this scale. The current study had a mean SRO perception score of 26.88 and a standard deviation of 2.8. Compared to the Theriot and Orme study with a mean score of 33.8 and standard deviation of 6.5, the present study's sample population had less positive opinions of their SRO (Theriot, Orme 2016). The scale histogram points to the same conclusion given its higher concentration of scores at or under 30 (the median of the possible score range). Overall, the sample population has reported less positive opinions of its SRO on campus.

### *Scale Correlations*

Many relationships can be identified between the measured scales of school connectedness, experienced violence, witnessed violence, and SRO perceptions. Previous research, such as the study by Skiba and colleagues has indicated that school connection and climate are more important than factors of delinquency or physical safety measures (such as SROs) in predicting students' overall feelings about school safety (Skiba et al. 2004). Additionally, the study done by Theriot and Orme demonstrated that while students with more positive attitudes toward SROs on campus felt safer, experiences with school violence, rather than their interactions with SROs, had a more significant impact on their feelings of safety (Theriot, Orme 2016). The study conducted by McDevitt and Panniello also found that perceptions of safety were most impacted by the level of neighborhood crime, past victimization, comfort reporting crimes, having a positive opinion of SRO, and gender (McDevitt, Panniello 2005). In order to identify the possible relationships established by previous researchers, various correlations between the multiple scales were run using Excel technology.

*Safety Perceptions*

|                 | <i>SC Score</i> | <i>SP Score</i> | <i>EV Score</i> | <i>WV Score</i> | <i>SROP Score</i> |
|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| SC Score        | 1.00            |                 |                 |                 |                   |
| SP Score        | 0.43            | 1.00            |                 |                 |                   |
| EV Score        | -0.29           | -0.28           | 1.00            |                 |                   |
| WV Score        | -0.18           | -0.23           | 0.65            | 1.00            |                   |
| SROP Score      | 0.19            | 0.20            | -0.09           | -0.09           | 1.00              |
| slight positive | slight negative |                 |                 |                 |                   |
| strong positive |                 |                 |                 |                 |                   |

The correlations demonstrated that relationships similar to the ones found in previous research were also present in this study’s sample population. For example, there was a slight positive correlation of +.43 between the School Connectedness (SC) and Safety Perceptions (SP) scores. Meanwhile, there was only a correlation of +.20 between the SRO Perceptions (SROP) scores and the SP Scores. This is consistent with the results of the study done by Skiba and colleagues, which also indicated that school climate and connection was more important than security measures in predicting feelings of school safety (Skiba et al. 2004). This is also supported by how there was only a slight negative correlation of -.28 between Experienced Violence (EV) and SP scores and only a slight negative correlation of -.23 between Witnessed Violence (EV) and SP scores. Just as in Skiba and colleagues’ study, school climate and connection was more important in predicting safety perceptions than student delinquency. Overall, SC scores had the strongest correlation with the SP scores.

*Interactions and Opinions of SRO*

|                    | <i>Interactions</i> | <i>Class/Presentation</i> | <i>SC Score</i> | <i>SP Score</i> | <i>SROP Score</i> |
|--------------------|---------------------|---------------------------|-----------------|-----------------|-------------------|
| Interactions       | 1.00                |                           |                 |                 |                   |
| Class/Presentation | -0.06               | 1.00                      |                 |                 |                   |
| SC Score           | -0.31               | 0.02                      | 1.00            |                 |                   |
| SP Score           | -0.01               | -0.05                     | 0.43            | 1.00            |                   |
| SROP Score         | -0.02               | 0.12                      | 0.19            | 0.20            | 1.00              |
| slight negative    | slight positive     |                           |                 |                 |                   |

In order to identify a relationship between interactions with the SROs and opinions of the SROs, correlations were run between the two questions quantifying the student’s number of interactions with the SRO and the SROP scale. Contrary to the results of the Theriot study of SROs and school connectedness in 2016, the correlations indicated no significant relationship between the number of interactions between students and SROs and more positive opinions of the SROs (Theriot 2016). This is due to the correlation of -.02 between SROP and Interactions and the correlation of +.12 between SROP and Classes/Presentations. However, the number of interactions had a slight negative correlation of -.31 with the SC score, which is consistent with the same Theriot study which indicated that increased interactions with SROs was related to lower levels of school connectedness (Theriot 2016).

*Multivariate Logistic Regression*

Due to the only slight correlations between opinions of SROs and perceptions of safety and school connectedness, further data analysis was done to identify any other significant relationships. Two multivariate regressions were performed for the Safety Perceptions Scores and the School Connectedness Scores.

*Predicting Safety Perceptions*

The most significant variable in predicting Safety Perception (SP) Scores was the SC Scores. The multivariate regression resulted in the

| Safety Perceptions Score Regression |                     |                       |               |                |
|-------------------------------------|---------------------|-----------------------|---------------|----------------|
|                                     | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
| Intercept                           | 10.57               | 4.51                  | 2.34          | 0.02           |
| SC Score                            | 0.37                | 0.10                  | 3.78          | 0.00           |
| EV Score                            | -0.21               | 0.10                  | -2.13         | 0.04           |
| SROP Score                          | 0.16                | 0.14                  | 1.16          | 0.25           |

SC scores having a coefficient .37 and p-value of 0% when predicting SP Scores. The coefficient is the biggest out of the 3 variables, and it is most statistically significant due to its low p-value.

The coefficient of the EV is much lower, with a slightly higher p-value of .04. While the EV scores are still a statistically significant variable, its lower coefficient indicates it is less important in predicting SP Scores. Once again, the data analysis is consistent with Skiba and colleagues' study, which concluded that school climate and connection was more important in predicting safety perceptions than student delinquency, or EV scores in the present study (Skiba et al. 2004). It is also consistent with the results of Goldstein and colleagues study where high exposure to relational (verbal) aggression, which was included in the EV scale, made students feel less safe at school (Goldstein et al. 2007). Additionally, the coefficient of the SROP was notably lower than of SC, and its p-value of 25% indicated the variable was statistically insignificant. This is consistent with the results of Theriot and Orme's study that concluded students' experiences with school violence, rather than their interactions with SROs, had a more significant impact on their feelings of safety (Theriot, Orme 2016).

*Predicting School Connectedness*

The most significant variable in predicting SC scores was the SP Scores. It had a coefficient of .35 and p-value of 0%. However, the

| School Connectedness Score Regression |                     |                       |               |                |
|---------------------------------------|---------------------|-----------------------|---------------|----------------|
|                                       | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
| Intercept                             | 15.08               | 4.22                  | 3.58          | 0.00           |
| SP Score                              | 0.35                | 0.09                  | 3.78          | 0.00           |
| EV Score                              | -0.16               | 0.09                  | -1.65         | 0.10           |
| SROP Score                            | 0.15                | 0.14                  | 1.09          | 0.28           |

least impactful variable was the SROP Scores, since its coefficient of SROP was .15 and its p-value was 28%, indicating it was statistically insignificant. This is contrary to the results of Theriot's study in 2016 concluded that SROs negatively affected school connectedness (Theriot 2016). The second most impactful variable was the EV Scores, with a coefficient of -.16 and p-value of 10%. While the p-value was too big to label the variable statistically significant, it's negative impact on SC scores is consistent with the results of Goldstein and colleagues study

where high exposure to relational (verbal) aggression, which was included in the EV scale, impacting students' perceptions of their social climate negatively (Goldstein et al. 2007).

## **VI. Conclusion**

The present study has provided further insight into the effects of SROs on safety perceptions and feelings of school connectedness. The overall trends, correlations, and multivariate regressions indicated that while SRO perceptions do impact feelings of safety and school connectedness, experienced violence is instead the most impactful variable. The effects on experienced violence is supported by the study conducted by Goldstein and Boyd's study where high exposure to relational (verbal) aggression, which was included in the EV scale, impacting students' perceptions of their social climate negatively and feel less safe at school. Despite this, the number of interactions with the SRO still had an impact on feelings of school connectedness due to its negative correlation. Overall, the results partially confirm the study's original hypothesis of SROs' negative impact on school connectedness and positive impact on feelings of safety because while there was only a slight positive relationship between SRO opinions and feelings of safety, experienced violence was more impactful and significant. By investigating these topics of school safety and connectedness in a student population that differs ethnically and socioeconomically than previous research, a more diverse picture is captured of student perceptions of SROs and their effects on safety perceptions and school connectedness.

Certain limitations to the present study may have contributed to the partial confirmation of the study's hypothesis. Only a small proportion of students (6%) indicated having any kind of interaction with their SRO, so it may have led to the insignificant relationship between interactions and feelings of safety. Additionally, this study surveyed a sample of 100 students, so it is too small of a sample population to generalize to the much larger student body of 4,480

students. Despite its limitations, this study's results contribute valuable insight into how student opinions of SROs as well as their experiences at school affect their feelings of safety and school connectedness. According to Benjamin Kutsyuruba and colleagues, a positive school climate, safe school environment, and well-being of students are integral to meeting their academic, emotional, and social needs (Kutsyuruba et al. 2015). By investigating the effects of safety measures, such as School Resource Officers, researchers can further their understanding of how their implementation can affect students' experiences in school. The present study has provided a new understanding of these effects of SROs on students of a new and diverse population that can be applied to an extensive part of the student experience.



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## Addendum

### My December 2018 GHC Study

#### **School Safety Survey**

This survey asks about your school, your feelings about school, and things that may happen at your school. Your answers on this survey are private and no one at your school will see your answers to any of these questions. Please answer honestly. At the conclusion of my data collection, I will be holding a raffle for a Starbucks gift card for all of my survey respondents who choose to participate.

\* Required

#### **About You**

---

1. What gate did you enter the school from the morning you were contacted? (please refer to map) \*



Mark only one oval.

- Flagpole/ Zelzah (Green)
- Zelzah Teacher Parking Lot (Blue)
- Service Road (Boy's PE side) (Red)
- Hiwatha Parking Lot (Purple)
- Girls PE Side Service Road (Yellow)
- J Gate (Pink)
- Kingsbury (Main Entrance) (Orange)

2. What is your gender? \*

Mark only one oval.

- Female
- Male

**3. What grade are you in at school? \***

*Mark only one oval.*

- Freshman
- Sophomore
- Junior
- Senior

**4. How many years have you been a student at this school? \***

*Mark only one oval.*

- 1 (this is my first year at this school)
- 2
- 3
- 4
- 5 or more

**5. How many good friends do you have at school? \***

*Mark only one oval.*

- None
- I have 1 good friend at school
- I have 2-3 good friends at school
- I have 4-5 good friends at school
- I have 6 or more good friends at school

## **Feelings About School**

---

This section includes several statements about your school. Please choose the option that best describes how you feel.

**6. I am learning a lot at this school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly Agree

**7. School rules seem fair to me. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

**8. Teachers work hard to make every student successful. \***

*Mark only one oval.*

- 1 Strongly Disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly Agree

**9. I feel that I belong at this school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

**10. I do not try hard in school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

**11. In general, I like school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

12. **I don't care what teachers think of me.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

13. **I am proud of this school.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

14. **I do not feel that I can tell a teacher, principal, or other adult at school if I have a problem.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

15. **Students enjoy learning here.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

## **School Safety**

---

This section includes several statements about school safety. Please choose the option that best describes how you feel.

**16. Overall, I feel safe at school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

**17. I feel safe in the school hallways. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

**18. I feel safe in the cafeteria. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

**19. I feel safe going to school in the morning and coming home from school in the afternoon. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

**20. I feel safe in the bathrooms at school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

21. **I feel safe in my classrooms.** \*

*Mark only one oval.*

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

22. **In general, I do not trust the police.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

23. **Having a police officer at my school everyday would make me feel safer.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

24. **Having metal detectors at my school would make me feel safer.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

25. **Having surprise locker checks at my school would help me feel safer.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

26. **In general, I like the police. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

27. **Gangs are a big problem at my school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

## **School Violence That Happened To You**

---

This section is about violence at your school that may have happened to you. For each question, please choose the option that best describes your experiences.

28. **During this school year, how often have you been teased, called names, or insulted by another student while at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

29. **During this school year, how often have you had a physical fight with another student while at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

30. **During this school year, how often have you had an argument with another student while at school?**

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

31. **During this school year, how often have you been bullied by another student while at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

32. **During this school year, how often have you been hit, kicked, grabbed, or otherwise physically harmed by a boyfriend, girlfriend, or anyone that you were dating? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

33. **During this school year, how often have you been teased, called names, insulted, or attacked at school because of your skin color, race, religion, or where your family came from? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

34. **During this school year, how often has another student threatened to physically harm you while at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

## **School Violence That You Have Seen**

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These questions ask about things that you might have seen at school during this school year. Please choose the option that best describes what you have seen.

35. **During this school year, how many times have you seen students smoke cigarettes or use tobacco at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

36. **During this school year, how many times have you seen a knife at school (not including a cafeteria knife)? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

37. **During this school year, how many times have you seen a gun at school (not including police officers)? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

38. **During this school year, how many times have you seen students with drugs or alcohol at school? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

39. **During this school year, how many times have you seen a student tease or insult another student (including name-calling)? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 2 About once a month
- 3 2-3 times a month
- 4 About once a week
- 5 Several times a week

40. **During this school year, how many times have you seen a student bully another student? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

41. **During this school year, how many times have you heard a student threaten to physically harm another student? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

42. **During this school year, how many times have you seen violence between two students who are dating each other? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

43. **During this school year, how many times have you seen two or more students have a loud argument? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

44. **During this school year, how many times have you seen two or more students get in a physical fight? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

45. **During this school year, how many times have you seen a student tease, insult, or attack another student because of skin color, religion, or where they came from? \***

*Mark only one oval.*

- 1 Never
- 2 Once or twice
- 3 About once a month
- 4 2-3 times a month
- 5 About once a week
- 6 Several times a week

## **Feeling About the Police at Your School**

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This section includes several statements about the police officer who works at your school everyday. This police officer is sometimes called a School Resource Officer. Please choose the option that best describes how you feel about each statement.

46. **I like having a police officer at my school everyday. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

47. **I feel safer with the police officer at my school. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

48. **The police officer at my school does not treat all students fairly. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

49. **In general, the police officer at my school does a good job.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

50. **The police officer at my school has a good relationship with the students.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

51. **The police officer does a good job of stopping violence at my school.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

52. **The police officer does a good job of stopping students from selling or using drugs or alcohol at school.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

53. **The police officer at my school does not make me feel better about the police in general.** \*

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

54. **The police officer at my school will help students who need help. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

55. **Most students at my school don't like the police officer. \***

*Mark only one oval.*

- 1 Strongly disagree
- 1 Disagree
- 3 Neutral
- 3 Agree
- 5 Strongly agree

## Last Section

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For the final two questions, please choose the correct option for your own experience.

56. **During this school year, how many times have you interacted with the police officer at your school (including things like talking to him or her, asking for or getting help from the police officer, and getting in trouble)? \***

*Mark only one oval.*

- None
- 1-2 times
- 3-4 times
- 5-6 times
- 7 or more times

57. **During this school year, has the police officer at your school led a class or given a presentation that you attended? \***

*Mark only one oval.*

- Yes
- No

58. **Are you interested in participating in the raffle? \***

*Mark only one oval.*

- Yes
- No