# 2019 SLEPS OMB Attachments

Attachment 1: SLEPS LEA survey

Attachment 2: SLEPS Officer roster form

Attachment 3: SLEPS SRO survey

Attachment 4: 60-day notice

Attachment 5: 30-day notice

Attachment 6: Rights4Girls comments

Attachment 7: Campaign for Youth Justice's comments

Attachment 8: Southern Poverty Law Center's comments

Attachment 9: Pre-test report

Attachment 10: LEA pre-notification letter

Attachment 11:  LEA survey invitation letter

Attachment 12: PERF letter of support

Attachment 13: LEA 1st reminder (letter)

Attachment 14: LEA 2nd reminder (postcard)

Attachment 15: LEA 3rd reminder (email)

Attachment 16: LEA 4th reminder (letter)

Attachment 17: LEA nonresponse telephone prompting script

Attachment 18: LEA 5th reminder (email)

Attachment 19: LEA end-of-study letter

Attachment 20: LEA thank you letter

Attachment 21: SRO POC invitation letter

Attachment 22: SRO invitation letter

Attachment 23: NASRO letter of support

Attachment 24: SRO POC reminder email

Attachment 25: SRO POC reminder letter

Attachment 26: SRO reminder letter

Attachment 27: SRO POC nonresponse telephone prompting script

Attachment 28: SRO POC end-of-study letter

Attachment 29: SRO POC thank you letter

Attachment 30: Round 1 cognitive testing report

Attachment 31: Round 2 cognitive testing report

# U.S. Department of Justice
## Bureau of Justice Statistics
### 2019 Survey of Law Enforcement Personnel in Schools (SLEPS)
### Law Enforcement Agency (LEA) Survey

In correspondence about this survey, please refer to the Agency ID number printed below. (Please correct any error in name and mailing address in the box below. If the information is correct, please check the box in the bottom right hand corner.)

Agency ID:
Password:
  Name:
  Title:
  Agency:

The information is correct ☐

| INFORMATION SUPPLIED BY | |
|---|---|
| Name | Title |
| Telephone | Fax |
| Email | |

## INSTRUCTIONS

- This survey should be completed by a representative who is most knowledgeable about your agency's employment of and policies regarding law enforcement officers working in schools.

- This survey uses the following terms and definitions:

  o School Resource Officer (SRO):  a sworn law enforcement officer who is assigned to work in any public K-12 school.

  o SRO program: your agency's employment of one or more sworn law enforcement officer(s) assigned to work in any public K-12 school.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

- If you have any questions about this survey, visit the SLEPS web site at https://bjslecs.org/sleps2019 or contact Dustin Williams at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## BURDEN STATEMENT

## LAW ENFORCEMENT AGENCY CHARACTERISTICS

1. Which best describes your agency? *Mark only one.*

   ○ Police department, municipal
   ○ Police department, county
   ○ State/highway department
   ○ Sheriff's Office
   ○ Tribal
   ○ Independent School District
   ○ Other (please specify):_____

2. As of September 1, 2019, how many sworn full-time officers with general arrest powers were employed by your agency? _____

3. Does your agency employ any officers that are primarily assigned to work in any public K-12 school?

   ○ Yes    *Go to Question 4*
   ○ No    *This completes your response. Please return your survey to RTI.*

## SCHOOL RESOURCE OFFICER PROGRAM CHARACTERISTICS

4. In what year did your agency start assigning officers to public schools? _____

5. As of September 1, 2019, what are the funding sources for your SRO program? *Mark all that apply.*

   ☐ Federal grant
   ☐ State/Local grant
   ☐ Law enforcement agency
   ☐ School district
   ☐ Other (please specify):_____

6. How many of the following public schools, including charter schools, are served by your SRO program?

| Type of public school: | Number |
|---|---|
| a. Elementary schools *(lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8)* | |
| b. Middle schools *(lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9)* | |
| c. High schools *(lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12)* | |
| d. Combined schools (e.g., K-8, K-12) | |

7. Does your SRO program also serve private schools?

   ○ Yes
   ○ No

8. Do the majority of officers in your SRO program serve on a single permanent assignment (i.e., only serve as an SRO) or rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

   ○ Single permanent assignment
   ○ Rotate to other assignments

## SRO POLICIES AND ASSIGNED RESPONSIBILITIES

9. Does your agency have a departmental policy specifically for your SRO program?

   ○ Yes
   ○ No

10. With how many entities (school districts and/or individual schools) does your agency have an agreement (e.g., memorandum of understanding, contractual or verbal agreement, legislation)? *Enter the number of entities by type of agreement in the table below.*

| | Number with formal agreement in place | Number with no formal agreement in place | Not applicable (Independent School District Police Department) |
|---|---|---|---|
| School districts | | | ☐ |
| Individual schools | | | |

   ***If your agency does not have a departmental policy specifically for your SRO program (Question 9 was 'No') and does not have any formal agreements in place (you put '0' in Question 10 in the formal agreement column), go to Question 13.***

11. Which of the following best describes the type of agreement in place between your agency and the school/school district served by the majority of your SROs? *Mark only one.*

   ○ Memorandum of understanding (MOU)
   ○ Contractual agreement, such as through a grant or other basis
   ○ Legislation
   ○ Verbal agreement
   ○ Other (please specify): _____

12. Are the following SRO program characteristics specified in either your internal departmental policy or in the formal agreement between your agency and the school/school district served by the majority of your SROs?

| SRO program characteristic: | Yes | No |
|---|---|---|
| a. Expectations for SROs when working with students | O | O |
| b. Expectations regarding citations and arrests by SROs | O | O |
| c. Expectations regarding collaboration between school officials and SROs | O | O |
| d. Goals of the SRO program | O | O |
| e. Number of officers in your SRO program | O | O |
| f. Primary functions (e.g., law enforcement, teaching, mentoring/counseling) of SROs | O | O |
| g. Procedures for resolving disagreements between school officials and SROs | O | O |
| h. Requirement of regular meetings between school officials and SROs | O | O |
| i. Responsibilities/duties of the school | O | O |
| j. Role of SROs with school discipline | O | O |
| k. Schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | O | O |
| l. Supervision or administrative control of SROs | O | O |
| m. Use of firearms | O | O |
| n. Use of less-lethal equipment | O | O |

13. Are SROs required to inform school executive staff about any of the following actions occurring on a school campus?

| Action: | Yes | No |
|---|---|---|
| a. Arrest of school employee during school hours | O | O |
| b. Arrest of student during school hours | O | O |
| c. Conduct criminal investigation | O | O |
| d. Question school employees during school hours | O | O |
| e. Question students during school hours | O | O |
| f. Search premises | O | O |
| g. Search student | O | O |
| h. Use of firearms | O | O |
| i. Use of less-lethal equipment | O | O |
| j. Use of restraint on student that does not result in arrest | O | O |

14. Are SROs allowed to conduct interviews of students outside the presence of a parent or guardian without first obtaining permission from a parent or guardian?

O  Yes
O  No

## SRO RECRUITMENT, TRAINING, AND SUPERVISION

15. Do schools participate in the selection process when your agency recruits and hires SROs?

   ○ Yes
   ○ No    *Go to Question 17*

16. How does the school participate? *Mark all that apply.*

   ☐ By providing feedback on SROs after placement to help determine a "good fit"
   ☐ By reviewing SRO candidates prior to selection
   ☐ Through active recruitment of officers
   ☐ Through participation in requirements/selection criteria
   ☐ Other (please specify):_____

17. How does your agency select officers for the SRO program? *Mark all that apply.*

   ☐ As a result of input and/or recommendations by school(s)/school district
   ☐ By nomination of officers from within the department
   ☐ Through an application process external to the department (i.e. officers are hired specifically to be SROs)
   ☐ Through an application process from within the department
   ☐ Through assignment as part of regular duty schedule
   ☐ Other (please specify):_____

18. How often do supervisors visit schools to observe SROs?

   ○ At least once a week
   ○ Several times a month
   ○ Once a month
   ○ Several times a year
   ○ Once a year
   ○ Never
   ○ Other (please specify):_____

19. Does your agency have access to data (e.g., number or type of incident) on any of the following measures related to SRO activities in the schools they serve?

| Activity: | Yes | No |
|---|:---:|:---:|
| a. Arrests made by SRO | O | O |
| b. Citations issued by SRO | O | O |
| c. Classes/programs taught by SRO | O | O |
| d. Mentoring activities performed by SRO | O | O |
| e. Mentoring of faculty/staff performed by SRO | O | O |
| f. Mentoring of parents/community performed by SRO | O | O |
| g. Property crimes reported at school | O | O |
| h. Reports of violence at school | O | O |
| i. Substance violations recorded at school (e.g., possession, use, buying/selling) | O | O |
| j. Suspensions recorded at school | O | O |
| k. Use of force incidents | O | O |

## SRO STAFFING

20. As of September 1, 2019, how many of the following personnel are primarily assigned to any public K-12 schools?

| Type of personnel: | Number |
|---|---|
| a. Sworn officers | |
| b. Nonsworn employees | |
| c. **Total** | |

## SWORN SROs
## PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE SWORN OFFICERS WHO SERVE YOUR SRO PROGRAM.

21. Please provide the number of sworn SROs in your agency by race/Hispanic origin and sex. *The total number should match the number provided in Question 19a.*

| Race/Hispanic origin: | Male | Female | Total |
|---|---|---|---|
| a. White, non-Hispanic | | | |
| b. Black or African American, non-Hispanic | | | |
| c. Hispanic or Latino | | | |
| d. American Indian or Alaska Native, non-Hispanic | | | |
| e. Asian, non-Hispanic | | | |
| f. Native Hawaiian or Other Pacific Islander, non-Hispanic | | | |
| g. Two or more races | | | |
| h. Race/Hispanic origin not known | | | |
| **TOTAL (SUM OF A-H)** | | | |

22. Do the **sworn officers** who are primarily assigned to public K-12 schools…

| Characteristic: | All | Some | None |
|---|:---:|:---:|:---:|
| a. have arrest powers? | O | O | O |
| b. receive specialized SRO training? | O | O | O |

*If none of your agency's sworn officers who are primarily assigned to schools receive specialized SRO training, go to Question 24.*

23. Do any of the following entities provide SRO-specific training to **sworn** officers in your agency?

| Entity: | Yes | No |
|---|:---:|:---:|
| a. Our agency itself (e.g., academy or in-service) | O | O |
| b. School district | O | O |
| c. State organization | O | O |
| d. National organization (i.e., National Association of School Resource Officers) | O | O |
| e. Other (please specify): _____ | O | O |

## TRAINING TOPICS REQUIRED FOR SWORN SROs

24. On which of the following **law enforcement** topics are **sworn SROs** required to receive training? *Please include both training provided to all sworn officers and training provided specifically for SROs.*

| Law enforcement activity/topic: | Yes | No |
|---|:---:|:---:|
| a. De-escalation strategies and techniques | O | O |
| b. Gangs | O | O |
| c. Procedures for handling juvenile offenders | O | O |
| d. Responding to incidents in the classroom | O | O |
| e. Social media monitoring | O | O |
| f. Use of deadly force | O | O |
| g. Use of less-lethal force | O | O |

25. On which of the following **prevention and planning** topics are **sworn SROs** required to receive training? *Please include both training provided to all sworn officers and training provided specifically for SROs.*

| Prevention and planning topic/activity: | Yes | No |
|---|:---:|:---:|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, and distracted driving) | O | O |
| b. Bullying deterrence | O | O |
| c. Crisis preparedness planning | O | O |
| d. Security audits/assessments of school campuses | O | O |
| e. Substance abuse recognition | O | O |
| f. Truancy intervention | O | O |

26. On which of the following **social and behavioral** topics are **sworn SROs** required to receive training? *Please include both training provided to all sworn officers and training provided specifically for SROs.*

| Social and behavioral topic: | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ○ | ○ |
| b. Conflict resolution | ○ | ○ |
| c. Cultural sensitivity and/or cultural competency | ○ | ○ |
| d. Mental health issues | ○ | ○ |
| e. Mentoring staff, students, and/or families | ○ | ○ |
| f. Positive school discipline (e.g., PBIS) | ○ | ○ |
| g. Trauma-informed practices | ○ | ○ |
| h. Working with students with disabilities | ○ | ○ |

### ACTIVITIES PERFORMED BY SWORN SROs

27. Please indicate whether each law enforcement activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|---|---|
| a. Crisis preparedness planning | ○ | ○ |
| b. Issuing criminal citations | ○ | ○ |
| c. Making arrests | ○ | ○ |
| d. Patrolling school facilities | ○ | ○ |
| e. Responding to calls for service on the school campus | ○ | ○ |
| f. Responding to incidents in the classroom | ○ | ○ |
| g. Security audits/assessments of school campuses | ○ | ○ |
| h. Social media monitoring | ○ | ○ |

28. Please indicate whether each mentoring activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|---|---|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ○ | ○ |
| b. Coaching athletic programs | ○ | ○ |
| c. Field trip chaperone | ○ | ○ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ○ | ○ |
| e. Truancy intervention | ○ | ○ |

29. Please indicate whether each teaching activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, and distracted driving) | ○ | ○ |
| b. Conflict resolution | ○ | ○ |
| c. Faculty/staff in-service presentations | ○ | ○ |
| d. Parent organization presentations | ○ | ○ |

30. Which of the following equipment are issued to **sworn SROs** by your agency and which are allowed while on the school campus? *Mark only one per row.*

| Item: | Issued by agency | | Not issued by agency | |
|---|---|---|---|---|
| | Allowed on campus | Not allowed | Allowed on campus | Not allowed |
| a. Uniform | ○ | ○ | ○ | ○ |
| b. Firearm | ○ | ○ | ○ | ○ |
| c. Baton/nightstick | ○ | ○ | ○ | ○ |
| d. Body-worn camera | ○ | ○ | ○ | ○ |
| e. Conducted energy device (e.g., Taser) | ○ | ○ | ○ | ○ |
| f. Handheld metal detector wand | ○ | ○ | ○ | ○ |
| g. Hobble restraints | ○ | ○ | ○ | ○ |
| h. OC Spray/foam | ○ | ○ | ○ | ○ |
| i. Other (please specify): _____ | ○ | ○ | ○ | ○ |

31. In addition to this survey, we provided you with a form to list all of the **sworn** officers from your jurisdiction who are assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

A copy of the survey that will be sent to selected SROs is available for your review at https://bjslecs.org/SRO-Preview.pdf.

Are you willing to provide this information?

☐ Yes *Go to Question 32 and please complete the Officer Roster Form.*
☐ No *Please indicate why you are not willing to provide this information and return your survey to RTI:*

_____

_____

32.  For purposes of administrating the officer survey, we would like to have a single point of contact to distribute the officer survey.  Please provide the following contact information for the person who will distribute the officer survey:

Name:  _____

Title:  _____

Address:  _____

_____

Phone: (_____)_____-_____

Email: _____

<div align="center">**END**</div>

# Thank You!

Thank you for participating in this survey. If you have any questions about this survey, please contact Dustin Williams at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## Bureau of Justice Statistics
## 2019 Survey of Law Enforcement Personnel in Schools (SLEPS)
## School Resource Officer Rostering Form

Please use the table on the following pages to list all of the sworn officers from your jurisdiction who are assigned to work in any **K–12 public school**. The total number should match the totals provided in Questions 20a and 21 of the LEA survey. We will use this list to randomly select some officers to receive a survey about activities performed by sworn law enforcement officers assigned to schools.  This list will only be used for statistical purposes and will be kept confidential.

Options for listing officers:
- Provide the names and/or badge numbers of these officers.
- If your agency would prefer to provide information other than the name and badge number of these officers, please list an alias or other information that you can use to identify these officers in the table below. Please keep a copy of the list linking the alias to the individuals so that you can distribute the SRO-level survey to the sampled officers. We will send out the officer survey materials shortly after the due date of the agency-level survey.

It is estimated that it will take 10 minutes, on average, to complete this Rostering Form.

Please provide your completed Rostering Form by:
- using the enclosed Business Reply Envelope;
- faxing to RTI's secure fax line at (XXX) XXX-XXX; or
- contacting Dustin Williams with RTI by telephone at (866) 309-4564 to make other arrangements.

If you have any questions, visit the SLEPS web site at https://bjslecs.org/sleps2019 or contact Dustin Williams at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

### INFORMED CONSENT

**Description and Purpose of the Survey of Law Enforcement Personnel in Schools (SLEPS):**  SLEPS collects data on law    enforcement agencies and school resource officers across the United States.  You have been selected from a scientific sample of approximately 2,000 law enforcement agencies from across the country.

**Financial Considerations:**  There is no monetary incentive for completing the survey.

**Possible Benefits and Risks:** There are no direct benefits to you for participating in the survey. The potential exists for    loss of privacy, though our procedures are designed to protect and secure your information.

**Statement of Consent:**  I have read the description of this survey provided above and I understand it.  I have been    informed of the risks and benefits involved, and all my questions have been answered to my satisfaction.  Furthermore, I have been assured that any future questions that I may have will also be answered.  I freely and voluntarily agree to   participate in SLEPS. **By completing this roster, I am indicating my agreement.**

*If you have more officers working in schools, please use the additional pages provided with this form.*

| Officer's Initials OR Other Identifying Information That **You** Can Link Directly to Each SRO | Officer's Rank | Record the race/Hispanic origin of each SRO using the letter corresponding to the correct category below:<br>**A.** White, non-Hispanic<br>**B.** Black or African American, non-Hispanic<br>**C.** Hispanic or Latino<br>**D.** American Indian or Alaska Native, non-Hispanic<br>**E.** Asian, non-Hispanic<br>**F.** Native Hawaiian or Other Pacific Islander, non-Hispanic<br>**G.** Two or more races<br>**H.** Race/Hispanic origin not known | Indicate whether each SRO listed is male (M) or female (F) |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |

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|---|---|---|---|
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |
| 21. | | | |
| 22. | | | |
| 23. | | | |
| 24. | | | |
| 25. | | | |
| 26. | | | |
| 27. | | | |
| 28. | | | |
| 29. | | | |
| 30. | | | |
| 31. | | | |
| 32. | | | |

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|---|---|---|---|
| 33. | | | |
| 34. | | | |
| 35. | | | |

*If you have more officers working in schools, please use the additional pages provided with this form.*

# U.S. Department of Justice
## Bureau of Justice Statistics
### 2019 Survey of Law Enforcement Personnel in Schools (SLEPS)
### School Resource Officer (SRO) Survey

In correspondence about this survey, please refer to the SRO ID number printed below.

| |
|---|
| SRO ID: |
| Password: |
| Agency: |

## INSTRUCTIONS

- This survey should be completed by the selected sworn law enforcement officer who is assigned to work in any public K–12 school. For the purposes of this survey, we will refer to the officer as an SRO.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

- If you have any questions about this survey, visit the SLEPS web site at https://bjslecs.org/sleps2019 or contact Dustin Williams at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## INFORMED CONSENT

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**Financial Considerations:** There is no monetary incentive for completing the survey.

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**Statement of Consent:** I have read the description of this survey provided above and I understand it. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions that I may have will also be answered. I freely and voluntarily agree to participate in SLEPS.

**By completing this survey, I am indicating my agreement to participate in SLEPS.**

## BURDEN STATEMENT

Federal agencies may not conduct or sponsor an information collection, and a person is not required to respond to a collection of information, unless it displays a current valid OMB Control Number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531.

## SRO CHARACTERISTICS

1. Approximately how many years have you served as a sworn law enforcement officer? *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

2. Approximately how many years have you worked as an SRO **in your career**? Please count the total number of years you've worked as an SRO even if you held other positions at times. *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

3. Do you currently work as an SRO?

   ○ Yes
   ○ No  **Go to END**

4. Approximately how many years have you worked as an SRO at your current assignment? *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

5. Is your assignment as an SRO a single permanent assignment (i.e., you only serve as an SRO) or do you rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

   ○ Single permanent assignment
   ○ Rotate to other assignments

6. Are you currently certified by a national or state SRO association? *Mark all that apply.*

   ☐ Yes – national association (i.e., National Association of School Resource Officers)
   ☐ Yes – state association
   ☐ No

7. For what part of the year are you currently assigned as an SRO? *Mark only one.*

   ○ During part of the school year
   ○ During the full traditional school year
   ○ Year-round

<<SRO ID>>

8. To how many schools are you currently assigned as an SRO? *Please do not include schools where you might be called in to help, but are not part of your official assignment.*
   - ○ One
   - ○ Two
   - ○ Three
   - ○ Four
   - ○ Five or more

9. What is your age?
   - ○ 18-24 years old
   - ○ 25-34 years old
   - ○ 35-49 years old
   - ○ 50-65 years old
   - ○ 66 years old or older

10. What is your sex?
    - ○ Male
    - ○ Female

11. Are you Spanish, Hispanic, or Latino?
    - ○ Yes
    - ○ No

12. Please choose one or more races that you consider yourself to be:
    - ☐ White
    - ☐ Black or African American
    - ☐ American Indian or Alaska Native
    - ☐ Asian
    - ☐ Native Hawaiian or Other Pacific Islander
    - ☐ Other (*Please specify*):_____

## SRO TRAINING

*The next set of questions is about your training on law enforcement, prevention and planning, and social and behavioral topics.*

13. At any point during your career, have you received any training on any of the following **law enforcement** topics?

| Law enforcement activity/topic: | Yes | No |
|---|---|---|
| a.  De-escalation strategies and techniques | ○ | ○ |
| b.  Gangs | ○ | ○ |
| c.  Procedures for handling juvenile offenders | ○ | ○ |
| d.  Responding to incidents in the classroom | ○ | ○ |
| e.  Social media monitoring | ○ | ○ |
| f.  Use of deadly force | ○ | ○ |
| g.  Use of less-lethal force | ○ | ○ |

14. At any point during your career, have you received any training on any of the following **prevention and planning** topics?

| Prevention and planning topic/activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, and distracted driving) | ○ | ○ |
| b. Bullying deterrence | ○ | ○ |
| c. Crisis preparedness planning | ○ | ○ |
| d. Security audits/assessments of school campuses | ○ | ○ |
| e. Substance abuse recognition | ○ | ○ |
| f. Truancy intervention | ○ | ○ |

15. At any point during your career, have you received any training on any of the following **social and behavioral** topics?

| Social and behavioral topic: | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ○ | ○ |
| b. Conflict resolution | ○ | ○ |
| c. Cultural sensitivity and/or cultural competency | ○ | ○ |
| d. Mental health issues | ○ | ○ |
| e. Mentoring staff, students, and/or families | ○ | ○ |
| f. Positive school discipline (e.g., PBIS) | ○ | ○ |
| g. Trauma-informed practices | ○ | ○ |
| h. Working with students with disabilities | ○ | ○ |

## SRO ACTIVITIES

*The next set of questions is about activities you performed in the past 30 days as part of your SRO duties. We are interested in law enforcement, mentoring, and teaching activities.*

16. As part of your SRO duties, which of the following **law enforcement activities** did you perform on or around school grounds in the past 30 days? *Mark all that apply or mark "None of the above."*

☐ Conducted interviews of students in the presence of a parent or guardian
☐ Conducted interviews of students outside the presence of a parent or guardian
☐ Conducted searches
☐ Conducted security audits/assessments of school campuses
☐ Conducted video surveillance/monitoring
☐ Confiscated drugs
☐ Confiscated weapons
☐ Issued criminal citations
☐ Made arrests
☐ Monitored social media
☐ Participated in crisis preparedness planning
☐ Participated on a threat assessment team
☐ Patrolled school facilities
☐ Responded to calls for service on the school campus

- ☐ Responded to incidents in the classroom
- ☐ Other (please specify): _____
- ☐ None of the above

17. As part of your SRO duties, which of the following **mentoring activities** did you perform on or around school grounds in the <u>past 30 days</u>? *Mark all that apply or mark "None of the above."*

- ☐ Advised school staff, students, or families (one-on-one, in a group, etc.)
- ☐ Coached athletic programs
- ☐ Field trip chaperone
- ☐ Participated in positive school discipline (e.g., PBIS)
- ☐ Supervised/coordinated non-athletic extracurricular activities
- ☐ Truancy intervention
- ☐ Other (please specify): _____
- ☐ None of the above

18. As part of your SRO duties, which of the following **teaching activities** did you perform on or around school grounds in the <u>past 30 days</u>? *Mark all that apply or mark "None of the above."*

- ☐ Administering special safety programs (e.g., drugs, legal issues, crime awareness, and distracted driving)
- ☐ Conflict resolution
- ☐ Faculty/staff in-service presentations
- ☐ Parent organization presentations
- ☐ Other (please specify): _____
- ☐ None of the above

19. Approximately what percentage of your duty time was spent on the following in-school activities over the <u>past 30 days</u>? *If you do not perform an activity, enter "0". The total of all activities should be 100%.*

| Activity: | Percentage (out of 100) |
|---|---|
| a.  Conducting law enforcement activities | |
| b.  Conducting mentoring activities with students/staff/families | |
| c.  Conducting teaching activities | |
| d.  Completing administrative functions/paperwork related to the above activities | |
| e.  Other (please specify): _ | |
| **Total** | **100%** |

20. During the <u>past 12 months</u>, have you arrested any student(s) for the following offenses?

| Offense: | Yes | No |
|---|---|---|
| a. Assault on school staff/faculty/security/SROs | O | O |
| b. Disorderly conduct | O | O |
| c. Drug distribution | O | O |
| d. Drug possession | O | O |
| e. Electronic/social media crimes (e.g., cyberbullying, sexting) | O | O |
| f. Failure to obey a police officer | O | O |
| g. Fighting | O | O |
| h. Theft | O | O |
| i. Threats against faculty | O | O |
| j. Threats against school facility | O | O |
| k. Threats against students | O | O |
| l. Weapon possession | O | O |
| m. Weapon use | O | O |
| n. Other (please specify): _____ | O | O |

21. If you are in a situation where you arrest a student, what role does the school administration play in your arrest decision? *Mark only one.*

   O   No impact, as arrest determination is made solely by myself or other sworn personnel
   O   Memorandum of understanding or other agreement specifies situations where the school can have influence   over my arrest decisions
   O   School administration reviews all arrest-eligible incidents and can provide input regarding my arrest decision
   O   SROs do not have arrest powers in my assigned school
   O   Other (please specify):_____

22. Do you speak any language other than English?

   O   Yes (Please specify):_
   O   No   *Go to Question 24*

23. Is this other language useful when interacting with students in the school to which you are assigned?

   O   Yes
   O   No

## PRIMARILY ASSIGNED SCHOOL CHARACTERISTICS

*The next set of questions focuses on the school to which you are primarily assigned. If you are assigned to more than one school, please answer based on the school where you spend most of your time. If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.*

24. Which type of school do you primarily serve in your current assignment as an SRO? *Mark only one.*

    ○ Elementary school (lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8)
    ○ Middle school (lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9)
    ○ High school (lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12)
    ○ Combined school (e.g., K–8, K–12)

25. On average, how many hours per week do you work at this school? _____

26. Are there known gangs at the school to which you are primarily assigned?

    ○ Yes
    ○ No
    ○ Don't know

27. Not counting yourself, how many SROs share your shift at the school to which you are primarily assigned? _____

28. Do you usually carry any of the following equipment in the school to which you are primarily assigned?

| Item: | Yes | No |
|---|---|---|
| a. Firearm | ○ | ○ |
| b. Baton/nightstick | ○ | ○ |
| c. Conducted energy device (e.g., Taser) | ○ | ○ |
| d. OC Spray/foam | ○ | ○ |
| e. Other (please specify): _____ | ○ | ○ |

29. Other than SROs, what security measures are in place at the school to which you are primarily assigned? *Mark all that apply or mark "None of the above."*

    ☐ Closed campus (students not allowed to leave during school hours without permission)
    ☐ Controlled access to school buildings during school hours (e.g., locked or monitored doors)
    ☐ Controlled access to school grounds during school hours (e.g., locked or monitored gates)
    ☐ Metal detectors
    ☐ Random sweeps for contraband (e.g., drugs or weapons), including dog sniffs
    ☐ School-issued student IDs
    ☐ School security guards, nonsworn
    ☐ Security camera(s) to monitor school buildings and/or grounds
    ☐ Structured anonymous threat reporting system (e.g., online submission, text messaging, or telephone hotline)
    ☐ Student dress code/uniform
    ☐ Other security measures not listed (please specify): _____
    ☐ None of the above

30. *We would like to obtain information about the school to which you are primarily assigned by linking to data that have been collected about that school in other surveys. In order to access information about the school, we will need to know the name of the school. If you are assigned to more than one school, please answer based on the school where you spend most of your time. If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.*

    *We will only use the name of the school to access information collected from other surveys about its characteristics (e.g., the size and composition of the student population) and will not release your data to any agency or individual who is not directly involved with our research. The Bureau of Justice Statistics (BJS) will use this information for research purposes only.*

    What is the name and location of the school to which you are primarily assigned?

    School Name _____

    City _____   State _____

31. How long have you been working in that school?

    ○  Less than 1 year
    ○  1–2 years
    ○  3–5 years
    ○  6–10 years
    ○  More than 10 years

**END**

# Thank You!

Thank you for participating in this survey. If you have any questions about this survey, please contact Dustin Williams at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## DEPARTMENT OF JUSTICE

**[OMB Number 1121–NEW]**

**Agency Information Collection Activities; Proposed Collection Comments Requested; New Collection: Survey of Law Enforcement Personnel in Schools (SLEPS)**

**AGENCY:** Bureau of Justice Statistics, Department of Justice.

**ACTION:** 60-Day notice.

**SUMMARY:** The Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics, will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995.

**DATES:** Comments are encouraged and will be accepted for 60 days until April 22, 2019.

**FOR FURTHER INFORMATION CONTACT:** If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Elizabeth Davis, Statistician, Law Enforcement Statistics, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: *Elizabeth.Davis@usdoj.gov;* telephone: 202–305–2667).

**SUPPLEMENTARY INFORMATION:** Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

—Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;

—Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;

—Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and

—Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, *e.g.,* permitting electronic submission of responses.

**Overview of This Information Collection**

(1) *Type of Information Collection:* New collection.

(2) *The Title of the Form/Collection:* Survey of Law Enforcement Personnel in Schools (SLEPS).

(3) *The agency form number, if any, and the applicable component of the Department sponsoring the collection:* The form number for the agency survey is SLEPS–1; the form number for the officer survey is SLEPS–2. The applicable component within the Department of Justice is the Bureau of Justice Statistics, in the Office of Justice Programs.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:* Respondents will be law enforcement agencies (LEAs), including school-based police; municipal, county, and regional police; sheriff's offices; and school resource officers (SROs) employed by these LEAs.

SLEPS will examine law enforcement involvement in ensuring safety in schools by conducting both an agency-level and an officer-level survey. The agency-level survey asks about departmental policies and agreements with schools; funding sources and the number/type of schools served; and SRO recruitment, training, and supervision. The officer-level survey asks SROs about their experience as a law enforcement officer, training, activities in schools, and characteristics of their primary assignment. SLEPS will provide key national statistics to fill the knowledge gap surrounding law enforcement in schools and further the school safety agenda.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* An agency-level survey will be sent to approximately 1,982 LEA respondents. The expected burden placed on these respondents is about 30 minutes per respondent. These respondents will also receive an officer roster form which has an expected burden of about 10 minutes per respondent. It is expected that approximately 1,367 agencies will complete the roster form. A point of contact (POC) at these 1,367 agencies will be asked to distribute an officer-level survey to approximately 4,137 school resource officers. The expected burden is about 20 minutes per POC to distribute survey materials and about 30 minutes per officer to complete the survey.

(6) *An estimate of the total public burden (in hours) associated with the collection:* The total respondent burden is approximately 3,743 burden hours.

If additional information is required contact: Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 3E.405B, Washington, DC 20530.

Dated: February 15, 2019.

**Melody Braswell,**
*Department Clearance Officer for PRA, U.S. Department of Justice.*

[FR Doc. 2019–02993 Filed 2–20–19; 8:45 am]

**BILLING CODE 4410–18–P**

## DEPARTMENT OF LABOR

**Employment and Training Administration**

**Agency Information Collection Activities; Comment Request; Apprenticeship Powered by Industry (API) Data Collection**

**ACTION:** Notice.

**SUMMARY:** The Department of Labor's (DOL's), Employment and Training Administration (ETA) is soliciting comments concerning proposed authority to conduct the voluntary information collection request (ICR) titled, "Apprenticeship Powered by Industry (API) Data Collection." This comment request is part of continuing Departmental efforts to reduce paperwork and respondent burden in accordance with the Paperwork Reduction Act of 1995 (PRA).

**DATES:** Consideration will be given to all written comments received by April 22, 2019.

**ADDRESSES:** A copy of this ICR with applicable supporting documentation, including a description of the likely respondents, proposed frequency of response, and estimated total burden, may be obtained free by contacting Carolyn Renick by telephone at 202–693–3364 (this is not a toll-free number), TTY 1–877–889–5627 (this is not a toll-free number), or by email at *renick.carolyn.g@dol.gov.*

Submit written comments about, or requests for a copy of, this ICR by mail or courier to the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship, Room C–5311, 200 Constitution Avenue NW, Washington, DC 20210; by email: *renick.carolyn.g@dol.gov;* or by Fax (202) 693–3799.

Scheddel, Program Analyst, ATF Explosives Industry Programs Branch, either by mail at 99 New York Ave. NE, Washington, DC 20226, or by email at *eipb-informationcollection@atf.gov,* or by telephone at 202–648–7158. Written comments and/or suggestions can also be directed to the Office of Management and Budget, Office of Information and Regulatory Affairs, Attention Department of Justice Desk Officer, Washington, DC 20503 or sent to *OIRA_ submissions@omb.eop.gov.*

**SUPPLEMENTARY INFORMATION:** Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

—Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility;

—Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;

—Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and

—Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, *e.g.,* permitting electronic submission of responses.

**Overview of This Information Collection**

(1) *Type of Information Collection:* Extension, without change, of a currently approved collection.

(2) *The Title of the Form/Collection:* Transactions Among Licensees/ Permittees, Limited.

(3) *The agency form number, if any, and the applicable component of the Department sponsoring the collection:*

Form number: None.

Component: Bureau of Alcohol, Tobacco, Firearms and Explosives, U.S. Department of Justice.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:*

Primary: Business or other for-profit.

Other: None.

Abstract: Specific requirements for licensees and permittees regarding limited explosive permits are outlined

in this information collection. This information will be used by ATF to implement the provisions of the Safe Explosives Act.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* An estimated 125 respondents will utilize this information collection, and it will take each respondent approximately 30 minutes to provide their responses.

(6) *An estimate of the total public burden (in hours) associated with the collection:* The estimated annual public burden associated with this collection is 63 hours, which is equal to 125 (# of respondents) * 1 (# of responses per respondent) * .5 (30 minutes).

*If additional information is required contact:* Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 3E.405A, Washington, DC 20530.

Dated: May 10, 2019.

**Melody Braswell,**

*Department Clearance Officer for PRA, U.S. Department of Justice.*

[FR Doc. 2019–10091 Filed 5–15–19; 8:45 am]

**BILLING CODE 4410–14–P**

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# DEPARTMENT OF JUSTICE

## Notice of Lodging of Proposed Consent Decree Under The Clean Air Act

On May 10, 2019, the Department of Justice lodged a proposed Consent Decree with the United States District Court for the Western District of Michigan in the lawsuit entitled *United States* v. *Tilden Mining Company L.C.,* Civil Action No. 19–095.

The United States filed a Complaint in this lawsuit under the Clean Air Act (CAA), naming Tilden Mining Company L.C. as the defendant. The Complaint seeks injunctive relief and civil penalties for violations of the environmental regulations that govern taconite mines and processing plants and the emission of particulate matter from certain sources at defendant's taconite processing plant in Ishpeming, Marquette County, Michigan. Under the proposed consent decree, Tilden Mining Company agrees to implement procedures to improve future compliance with the CAA and State regulations, and pay $125,000 in civil penalties. In return, the United States agrees not to sue the defendant under section 113 of the CAA related to its past violations.

The publication of this notice opens a period for public comment on the proposed Consent Decree. Comments should be addressed to the Assistant Attorney General, Environment and Natural Resources Division, and should refer to *United States* v. *Tilden Mining Company L.C.,* D.J. Ref. No. 90–5–2–1–11172. All comments must be submitted no later than thirty (30) days after the publication date of this notice. Comments may be submitted either by email or by mail:

| To submit comments: | Send them to: |
|---|---|
| By email ....... | *pubcomment-ees.enrd@ usdoj.gov.* |
| By mail ......... | Assistant Attorney General, U.S. DOJ—ENRD, P.O. Box 7611, Washington, DC 20044–7611. |

During the public comment period, the proposed Consent Decree may be examined and downloaded at this Justice Department website: *https:// www.justice.gov/enrd/consent-decrees.*

We will provide a paper copy of the proposed Consent Decree upon written request and payment of reproduction costs. Please mail your request and payment to: Consent Decree Library, U.S. DOJ—ENRD, P.O. Box 7611, Washington, DC 20044–7611.

Please enclose a check or money order for $14.25 (25 cents per page reproduction cost) payable to the United States Treasury.

**Randall M. Stone,**

*Acting Assistant Section Chief, Environmental Enforcement Section, Environment and Natural Resources Division.*

[FR Doc. 2019–10160 Filed 5–15–19; 8:45 am]

**BILLING CODE 4410–15–P**

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# DEPARTMENT OF JUSTICE

**[OMB Number 1121–NEW]**

## Agency Information Collection Activities; Proposed Collection Comments Requested; New Collection: Survey of Law Enforcement Personnel in Schools (SLEPS)

**AGENCY:** Bureau of Justice Statistics, Department of Justice.

**ACTION:** 30-Day notice.

**SUMMARY:** The Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics (BJS), will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995.

The proposed information collection was previously published in the **Federal Register** on Thursday, February 21, 2019, allowing a 60-day comment period. Following publication of the 60-day notice, BJS received one request for the survey instruments and comments on survey content from three organizations. In response, BJS made modest revisions to several existing questions and response options, and also added some new questions to better capture information on the training and activities of law enforcement officers working in schools. BJS does not expect these changes to impact the estimated respondent burden.

**DATES:** Comments are encouraged and will be accepted for 30 days until June 17, 2019.

**FOR FURTHER INFORMATION CONTACT:** If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Elizabeth Davis, Statistician, Law Enforcement Statistics Unit, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: *Elizabeth.Davis@usdoj.gov;* telephone: 202–305–2667). Written comments and/ or suggestions can also be sent to the Office of Management and Budget, Office of Information and Regulatory Affairs, Attention Department of Justice Desk Officer, Washington, DC 20503 or sent to *OIRA_submissions@ omb.eop.gov.*

**SUPPLEMENTARY INFORMATION:** Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

—Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;
—Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
—Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and
—Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, *e.g.,* permitting electronic submission of responses.

**Overview of This Information Collection**

(1) *Type of Information Collection:* New collection.

(2) *The Title of the Form/Collection:* Survey of Law Enforcement Personnel in Schools (SLEPS)

(3) *The agency form number, if any, and the applicable component of the Department sponsoring the collection:* The form number for the agency survey is SLEPS–1; the form number for the officer survey is SLEPS–2. The applicable component within the Department of Justice is the Bureau of Justice Statistics, in the Office of Justice Programs.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:* Respondents will be law enforcement agencies (LEAs), including school-based police; municipal, county, and regional police; sheriff's offices; and school resource officers (SROs) employed by these LEAs.

SLEPS will examine law enforcement involvement in ensuring safety in schools by conducting both an agency-level and an officer-level survey. The agency-level survey asks about departmental policies and agreements with schools; funding sources and the number/type of schools served; and SRO recruitment, training, and supervision. The officer-level survey asks SROs about their experience as a law enforcement officer, training, activities in schools, and characteristics of their primary assignment. SLEPS will provide key national statistics to fill the knowledge gap surrounding law enforcement in schools and further the school safety agenda.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* An agency-level survey will be sent to approximately 1,982 LEA respondents. The expected burden placed on these respondents is about 30 minutes per respondent. These respondents will also receive an officer roster form which has an expected burden of about 10 minutes per respondent. It is expected that approximately 1,367 agencies will complete the roster form. A point of contact (POC) at these 1,367 agencies will be asked to distribute an officer-level survey to approximately 4,137 school resource officers. The expected burden is about 20 minutes per POC to distribute survey materials and about 30 minutes per officer to complete the survey.

(6) *An estimate of the total public burden (in hours) associated with the collection:* The total respondent burden is approximately 3,743 burden hours.

*If additional information is required contact:* Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 3E.405A, Washington, DC 20530.

Dated: May 13, 2019.

**Melody Braswell,**

*Department Clearance Officer for PRA, U.S. Department of Justice.*

[FR Doc. 2019–10137 Filed 5–15–19; 8:45 am]

**BILLING CODE 4410–18–P**

**DEPARTMENT OF JUSTICE**

**Notice of Extension of Public Comment Period for Consent Decree Under the Clean Air Act**

On February 8, 2019, the Department of Justice lodged a proposed Consent Decree with the United States District Court for the Northern District of Alabama in the lawsuit entitled *United States et al.* v. *Drummond Company, Inc. d/b/a ABC Coke (Drummond),* Civil Action No. 2:19–cv–00240–AKK. The United States is joined in this matter by its co-plaintiff the Jefferson County Board of Health (JCBH). At the request of members of the public, DOJ is extending the public comment period for an additional 30 days.

This case relates to alleged releases of benzene from Drummond's coke by-product recovery plant in Tarrant, Alabama (Facility). The case involves claims for civil penalties and injunctive relief under the Clean Air Act, 42 U.S.C. 7401 *et seq.,* and its implementing regulations known as National Emission Standards for Hazardous Air Pollutants (NESHAPs), including 40 CFR part 61, subpart L (Benzene Emissions from Coke By-product Recovery Plants), Subpart V (Equipment Leaks and Fugitive Emissions), and Subpart FF (Benzene Waste Operations), as well as related claims under laws promulgated by the Jefferson County Board of Health. The settlement resolves the alleged claims by requiring Drummond to, among other things: (1) Pay a civil penalty of $775,000 for the past alleged violations to be split equally between the United States and JCBH; (2) undertake fixes to the Facility to address the alleged violations; (3) implement a leak detection and repair program to ensure compliance and reduce potential

rights4girls

April 22, 2019

Law Enforcement Statistics
Bureau of Justice Statistics
810 Seventh Street NW
Washington, DC 20531
Attn: Elizabeth Davis

RE: Comments to Bureau of Justice Statistics Survey of Law Enforcement Personnel in Schools

Dear Ms. Davis,

Rights4Girls submits this comment in response to the Bureau for Justice Statistics' request for comments (84 Fed. Reg. 5504, dated February 21, 2019) on the Survey of Law Enforcement Personnel in Schools (SLEPS).

Rights4Girls is a human rights organization working to end gender-based violence in the United States. Based in Washington, D.C., we advocate for the dignity and rights of young women and girls through policy reform and advocacy at the federal, state, and local levels, coalition-building, public awareness campaigns, research, and training and technical assistance. Over the past several years, we have been actively involved in efforts to reform the juvenile justice system and prevent girls impacted by physical and sexual abuse from falling victim to the Abuse to Prison Pipeline.[1] The Abuse to Prison Pipeline refers to the pathways by which girls are pushed into the juvenile justice system after experiencing gendered violence—which accounts for the vast majority of justice-involved girls. Being pushed out of school is one such pathway.

In particular, Black girls are increasingly being referred to the juvenile justice system as a result of school discipline policies that criminalize them for normal adolescent behavior, for expressing themselves,[2] or for minor misbehaviors that could be addressed within the school

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[1] Saar, M.S., Epstein, R., Rosenthal, L., and Vafa, Y., *The Sexual Abuse to Prison Pipeline: The Girls' Story* (Rights4Girls, Georgetown Law Center on Poverty and Inequality, Ms. Foundation, 2015).
[2] Smith-Evans, L. et al., *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity* (NAACP Legal Defense and Education Fund, Inc. & The National Women's Law Center, 2014), p. 19; Lazar, K. *Black Malden Charter Students Punished for Braided Hair Extensions* (BOSTON GLOBE, May 12, 2017), https://www.bostonglobe.com/metro/2017/05/11/black-students-malden-school-who-wear-braids-face-punishment-parents-say/stwdlbscjhw1zocuwr1qmp/story.html.

system.[3] Several studies indicate that Black girls are susceptible to stricter punishments because they are perceived as "less innocent".[4] In addition, some girls adopt a more aggressive response to the trauma they have experienced.[5] Unfortunately, when a girl responds to trauma or violence in such a manner she is more likely to be labeled deviant and face discipline for failing to meet gender expectations.[6] Girls are often disciplined for dress code or behavior violations that result from implicit and explicit gender bias, including on the part of school resource officers (SROs).[7] In fact, several reports have found that the presence of SROs in schools causes girls of color to be criminalized and lessens their sense of safety.[8]

Given that SROs interact with vulnerable students and are increasingly relied upon to address student behaviors, it is imperative to determine whether SROs have been trained on trauma, specifically how trauma impacts children's behaviors and ways to respond to children that are trauma-informed.[9] Yet, while both the survey for law enforcement agencies (LEA) and the survey for SROs ask whether SROs are trained on specific topics, trauma is not included on the list.

Additionally, the entire purpose of training is that the knowledge and tools learned via the training be put to use. However, neither survey asks information to help gauge whether or not this is actually taking place. It is important that the SLEPS SRO survey include questions that will help ascertain the effectiveness of the trainings SROs receive, including a question asking the frequency with which they apply tools learned from trainings on specific topics, such as trauma. To that end, it is critical that the section of the SLEPS SRO survey regarding SRO activities

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[3] Smith-Evans et al., *supra* note 2; Morris, M. *Pushout: The Criminalization of Black Girls in Schools* (The New Press, 2015).

[4] Crenshaw, K. et al., *Black Girls Matter: Pushed Out, Overpoliced, and Underprotected*, (African American Policy Forum and Center for Intersectionality and Social Policy Studies, 2014), p. 24; Epstein, R., Blake, J. and González, T. *Girlhood Interrupted: The Erasure of Black Girls' Childhood* (Georgetown Law Center on Poverty and Inequality, 2017), p. 1. http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/girlhood-interrupted.pdf.

[5] Many youth exhibit aggression due to mental illness and trauma. But because their symptoms of mental illness are left undiagnosed and untreated, they are perceived as violent and threatening. Corbit, K. *Inadequate and Inappropriate Mental Health Treatment and Minority Overrepresentation in the Juvenile Justice System* (3 Hastings Race and Poverty Law Journal, 2005), p. 75.

[6] Schaffner, L. *Violence and Female Delinquency: Gender Transgressions and Gender Invisibility* (14 Berkeley Women's Law Journal, 1999), p. 40.

[7] Morris, *supra* note 3, at 120-32.

[8] Morris, M., Epstein R., Yusuf A. *Be Her Resource: A Toolkit about School Resource Officers and Girls of Color* (National Black Women's Justice Institute and Georgetown Law Center on Poverty and Inequality, 2017); Onyeka-Crawford A., Patrick K. and Chaudhry N. *Let Her Learn: Stopping School Pushout for Girls of Color* (National Women's Law Center, 2017), pp. 11-13.

[9] Morris, M., et al., *supra* note 8.

include questions to determine how often the SRO de-escalates situations as well as how often the SRO identifies responses to situations that are less punitive than arresting a child.

Finally, it is critical that the SLEPS LEA survey require agencies to report the number of officers who had complaints filed against them whether by students, parents or school administrators. Information regarding feedback from the schools they serve is essential to obtaining a more thorough picture needed to gauge the impact SROs have on students and their schools.

Unaddressed trauma and mental health needs contribute to school discipline, school-associated arrests, and justice system involvement. As SROs are a direct link between students and the justice system, it is vital that the surveys be expanded to seek the information described above.


 Respectfully,

Rights4Girls
Washington, DC

CAMPAIGN FOR
## YOUTH JUSTICE

Elizabeth Davis, Statistician
Law Enforcement Statistics
Bureau of Justice Statistics
810 Seventh St. NW
Washington, DC 20531

*Submitted via Email:* Elizabeth.Davis@usdoj.gov

> **RE: Comments Regarding the Bureau of Justice Statistics information collection concerning the Survey of Law Enforcement Personnel in Schools, OMB No. 1121-NEW**

Dear Ms. Davis:

On behalf of the Campaign for Youth Justice (CFYJ), we submit our suggestions for the Bureau of Justice Statistics (BJS) information collection request concerning the Survey of Law Enforcement Personnel in Schools (SLEPS). CFYJ is a national organization whose mission is to end the practice of prosecuting, sentencing, and incarcerating youth under the age of 18 in the adult criminal justice system. The strategic goals of CFYJ are to reduce the total number of youth prosecuted in the adult criminal justice system and to decrease the harmful impact of trying youth in adult court. We accomplish this through both federal and state-level advocacy by urging lawmakers to pass laws to keep youth out of the adult criminal justice system. We support the collection and use of data in assessing the effectiveness and repercussions of the use of law enforcement in schools and encourage BJS to approach data collection in a way that will best allow school officials, policymakers, and advocates to understand these effects.

Though the presence of law enforcement in schools has been increasing, there is no evidence that their presence makes schools safer. While the duties of school resource officers (SROs) in schools vary, they have increasingly been called upon to respond to school disciplinary incidents, resulting in harsher consequences inflicted upon students for what is often normal childhood behavior.[1] Not only does the presence of law enforcement officials in school funnel students into the juvenile justice system, but it also funnels youth to the adult criminal system. In Missouri, for example, a statute went into effect in January 2017 that charges students who get into fights with felonies.[2] Students who get into fights in school or on school buses may wind up spending up to four years in prison, paying fines, or be subjected to adult probation.[3] Missouri recently raised the age of criminal responsibility from 17 to 18, but until the law is fully implemented, 17-year-

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[1] Lauren A. Maddox, "*His Wrists Were Too Small": School Resource Officers and the Over-Criminalization of America's Students*, 6 U. MIAMI RACE & SOC. JUST. L. REV. 193 (2016); Matthew T. Theriot & John G. Orme, *School Resource Officers and Students' Feelings of Safety at School*, 14 YOUTH VIOLENCE & JUV. JUST. 130 (2016); Bethany J. Peak, *Militarization of School Police: One Route on the School-to-Prison-Pipeline*, 68 U. ARK. L. REV. 195 (2015); Amanda Petteruti, *Education Under Arrest: The Case Against Police in Schools*, JUST. POL. INST. (Nov. 15, 2011), *available at* http://www.justicepolicy.org/research/3177?utm_source=%2fEducation UnderArrest&utmmedium=web&utm_cam paign=redirect.

[2] Carimah Townes, *Missouri Dooms Countless Children to School-to-Prison Pipeline*, THINK PROGRESS (Dec. 21, 2016, 6:03 PM), https://thinkprogress.org/missouri-school-felonies-d840e8ec7242/.

[3] *Id.*

olds are still automatically excluded from juvenile court jurisdiction based solely on their age,[4] meaning the statute increases the chances of youth ending up in the adult criminal justice system. Further, given we know that black youth are "more likely to be transferred to adult facilities for detention," these types of laws disproportionately impact youth of color.[5]

Collecting and analyzing data related to law enforcement officers in schools is vital to better understanding the harms posed to vulnerable student communities and assessing whether there is a benefit to assigning law enforcement to schools. We offer several suggestions below that would make the survey instrument a more useful and reliable source of information on school policing and its effect on students.

1. **Student Arrest and Referral Data Disaggregated by Race, Ethnicity, Gender, Disability Status, and Offense**

   The agency-level survey should collect data on the number of students arrested by law enforcement officers working in schools. This data should be disaggregated by race, ethnicity, gender, and disability status. This will show whether students of a particular race, gender, or disability status are being arrested at disproportionate rates. The data should also be disaggregated by student offense, including each offense listed in Question 18 of the proposed 2019 SRO survey and the following additional offenses (which should also be added to the list in Question 18 of the SRO survey): truancy, vandalism, alcohol possession, tobacco possession, willful disobedience, and trespassing or loitering. The survey should ask how many of these arrests resulted in a delinquency finding or adult charges and a conviction. Collecting this information is important because students are often arrested and referred for minor incidents.[6]

   Additionally, the officer-level survey should ask about the number of students the officer has referred to school administrations for suspension or expulsion in the previous twelve months. This question should be structured similarly to the amended Question 18. Data on the number of non-arrest school discipline incidents in which SROs are involved

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[4] JEREE THOMAS, RAISING THE BAR: STATE TRENDS IN KEEPING YOUTH OUT OF ADULT COURTS (2015-2017), CAMPAIGN FOR YOUTH JUSTICE 8 (2017), *available at* http://www.campaignforyouthjustice.org/images/StateTrends_Repot_FINAL.pdf.

[5] Sarah E. Redfield & Jason P. Nance, *School-to-Prison Pipeline: Preliminary Report*, ABA 46 (Feb. 2016), https://www.americanbar.org/content/dam/aba/administrative/diversity_pipeline/stp_preliminary_report_final.authc heckdam.pdf

[6] *See, e.g.*, Kerrin Wolf, *Booking Students: An Analysis of School Arrests and Court Outcomes*, 9 NORTHWESTERN J. OF LAW & SOCIAL POLICY 1 (2013) (finding that over 90% of school-based arrests in Delaware during the 2010-2011 school year were form misdemeanors); Phillip Kassel, et al., *Let's Stop Arresting Kids for Being Kids*, BOSTON GLOBE (Feb. 10, 2014), https://www.bostonglobe.com/opinion/2014/02/10/let-stop-arresting-kids-for-being-kids/pFuP3MWcCR0T2Tl4rjG7IK/story.html (finding that in Boston, Worcester, and Springfield, Massachusetts, children are most often arrested for minor offenses, with more than half of misconduct arrests in Springfield being for "disrespect"); Deanna Pan and Paul Bowers, *Criminal Offense or Adolescent Misbehavior? 'Disturbing Schools' Blurs the Line*, POST & COURIER (Aug. 5, 2016), https://www.postandcourier.com/archives/criminal- offense-or-adolescent-misbehavior-disturbing-schools-blurs-the-line/article_dc56c01c-efe1-5bbb-bb73- 7d266cc72bc0.html (Since 2001, in South Carolina there have been more than 29,000 referrals to the juvenile justice system for "disturbing school").

could help researchers examine the relationship between SRO presence and exclusionary discipline practices. This data could also supplement the Department of Education's Office for Civil Rights data on school discipline, which is not disaggregated by whether or not a school has an assigned SRO.

2. **Training on Bias-free Policing and Constitutional Rights**

Question 25 of the agency-level survey, which asks about the types of social and behavior training that is offered by the agency to sworn SROs, should include bias-free policing training. The same adjustment should be made to Question 13 of the officer-level survey. Implicit bias is related to, but distinct from, cultural sensitivity and/or cultural competency—one of the training topics listed in Question 25. Because implicit bias contributes to racial disparities in school discipline, it is important for SROs to be trained about bias-free policing and for the SLEPS data collection to gauge what percentage of SROs are receiving training on bias-free policing.[7] Question 23 of the agency-level survey, which asks what law enforcement training topics are offered by the agency to sworn SROs, should also include training on the civil or constitutional rights of students. The same adjustment should be made to Question 11 of the officer-level survey.

3. **Student Interview**

The agency-level survey should ask if SROs are allowed to conduct interviews of students outside of the presence of a parent and/or guardian without first obtaining permission from the parent or guardian. This question could be placed after Question 13, which asks whether SROs are required to inform school executive staff after performing specific actions, including questioning students during school hours. The survey should also ask whether officers have conducted interviews of students outside the presence of a parent and/or guardian and, if so, how many such interviews they have conducted in the previous twelve months.

4. **Use of Force and Weapons**

The survey must collect more data on the use of force and the use of weapons by SROs. Research reveals the alarming number of excessive force complaints against SROs. Civil rights groups have identified the lack of data on police use of force in schools as part of a broader lack of accountability that makes it difficult for students and parents to see SROs who use excessive force held accountable.[8]

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[7] *See* AJMEL QUERESHI, ET AL., LEGAL DEFENSE FUND, LOCKED OUT OF THE CLASSROOM: HOW IMPLICIT BIAS CONTRIBUTES TO DISPARITIES IN SCHOOL DISCIPLINE (2017), *available at* https://www.naacpldf.org/files/about-us/Bias_Reportv2017_30_11_FINAL.pdf.

[8] P.R. Lockhart, *The Parkland Shooting Fueled Calls for More School Police. Civil Rights Groups Want Them Removed*, VOX (Sept. 20, 2018), https://www.vox.com/identities/2018/9/20/17856416/school-discipline-policing-black-students-report.

While Question 29 on the agency-level survey asks whether various pieces of equipment (including firearms, batons, conducted energy devices, and pepper spray) are issued by the agency and whether those items are allowed on campus, neither survey asks whether the SROs actually carry these items. The officer-level survey should include a question asking whether the officers carry firearms, batons, conducted energy devices, pepper spray, or other weapons.

Additionally, both surveys should include questions regarding use of force incidents and complaints. The agency-level survey should include a reporting of the number of incidents of force recorded by the agency for the prior twelve months. It should also ask whether and, if so, how many, complaints have been filed regarding use of force by officers who are assigned to schools. The agency-level survey should also ask if the agency has a written policy concerning use of force by SROs. The officer-level survey should include a question asking the SROs whether they have used force while on assignment at a school and provide options for them to specify what type(s) of force they have used. Officers should also report on how many officers are involved in each incidence of force.

<div align="center">***</div>

The above proposals will ensure that the SLEPS data collection is able to accurately and completely record data that is of critical value to school officials, policymakers, and other stakeholders in protecting the rights and safety of all students.

Thank you for considering these recommendations. If you have any questions, please do not hesitate to contact us.

Sincerely,

Rachel Marshall
Federal Policy Counsel
rmarshall@cfyj.org

Marcy Mistrett
Chief Executive Officer
mmistrett@cfyj.org

**SPLC** Southern Poverty Law Center

April 22, 2019

Elizabeth Davis, Statistician
Law Enforcement Statistics
Bureau of Justice Statistics
810 Seventh St. NW
Washington, DC 20531
Elizabeth.Davis@usdoj.gov

**RE: Comments Regarding the Bureau of Justice Statistics information collection concerning the Survey of Law Enforcement Personnel in Schools, OMB No. 1121-NEW**

Dear Ms. Davis:

The Southern Poverty Law Center (SPLC) submits these comments in response to the Bureau of Justice Statistics (BJS) information collection request concerning the Survey of Law Enforcement Personnel in Schools (SLEPS). The SPLC is a nonprofit civil rights organization dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society. As part of our Children's Rights practice group, the SPLC is committed to ensuring safe, healthy, and welcoming school environments for all students.

The SPLC believes that data and transparency on school policing programs are critical to determining whether these programs are effective and to measuring whether schools are safe and welcoming for all students. Though the presence of law enforcement in schools has been increasing, there is no evidence that school-based law enforcement makes schools safer. Today, 41% of the nation's public schools report having a School Resource Officer (SRO) on their campuses,[1] and this number is on the rise. While school-based law enforcement duties vary across school districts, the primary responsibility of officers on school campuses is law enforcement.[2] However, SROs have also been increasingly called upon to respond to school disciplinary incidents, resulting in harsher consequences inflicted upon students for minor

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[1] Melissa Diliberti et al., *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2015–16* U.S. Dep't Educ. & Nat'l Ctr. Educ. Stats. (2017), https://nces.ed.gov/pubs2017/2017122.pdf.
[2] Theriot & Cuellar, *supra* note 2; Lynn M. Barnes, *Keeping the Peace And Controlling Crime: What School Resource Officers Want School Personnel to Know*, 89 Clearing House: J. Educ. Strategies, Issues & Ideas 197 (2016).

misbehaviors.[3]  This practice disproportionately impacts, among others, students of color,[4] students with disabilities,[5] and LGBTQ youth.[6]

Although the U.S. Department of Education's Civil Rights Data Collection (CRDC) requires some data collection on policing, that collection is inadequate and forces advocates to painstakingly collect that information on their own. See enclosure for information regarding one such effort by our Louisiana Children's Rights team. SLEPS can help alleviate this issue through its aim to "provide key national statistics to fill the knowledge gap surrounding law enforcement in schools,"[7] and it is the SPLC's hope that the SLEPS will collect and report data that will allow the public to fully assess the impact of school policing programs.

In assessing how the quality, utility, and clarity of the information to be collected on school-based policing can be enhanced, the SPLC proposes the following:

1. **The SLEPS Law Enforcement Agency (LEA) survey should collect data on the number of students referred to law enforcement; the number of students arrested by law enforcement; the number of students issued citations; and the number of students on whom force is used in schools.** This data should further be disaggregated by race, ethnicity, national origin, religion, sex, and disability status. It should include the number of students arrested, referred, issued citations, or on whom force was administered once in a school year, as well as the number of students arrested, referred, issued citations, or on whom force was administered multiple times in a school year.

   The data should also be disaggregated by student infraction, including each infraction[8] listed in Question 18 of the proposed 2019 SRO survey and the following additional infractions (which should also be added to the list in Question 18 of the School Resource Officer (SRO) survey): truancy, vandalism, alcohol possession, tobacco possession, and trespassing or loitering. Regarding the arrest data, the survey should ask how many of these arrests resulted in a delinquency adjudication or a conviction.

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[3] Lauren A. Maddox, *"His Wrists Were Too Small": School Resource Officers and the Over-Criminalization of America's Students*, 6 U. Miami Race & Soc. Just. L. Rev. 193 (2016); Theriot & Cuellar, *supra* note 2; Matthew T. Theriot & John G. Orme, *School Resource Officers and Students' Feelings of Safety at School*, 14 Youth Violence & Juv. Just. 130 (2016); Bethany J. Peak, *Militarization of School Police: One Route on the School-to-Prison-Pipeline*, 68 U. Ark. L. Rev. 195 (2015); Amanda Petteruti, *Education Under Arrest: The Case Against Police in Schools,* Just. Pol. Inst. (Nov. 15, 2011), http://www.justicepolicy.org/research/3177?utm_source=%2fEducationUnderArrest&utm_medium=web&utm_cam paign=redirect.

[4] Jason P. Nance, Students, Policy, and the School-to-Prison Pipeline, 93 Wash. U. L. Rev. 919 (2016), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2577333.

[5] *See, e.g.,* U.S. Gov't Accountability Office, GAO-18-258, K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities (2018)

[6] Neal A. Palmer, et al., Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth, Gay, Lesbian & Straight Education Alliance (GLSEN) (2016), available at https://www.glsen.org/sites/default/files/Educational%20Exclusion_Report_6-28-16_v4_WEB_READY_PDF.pdf.

[7] https://www.federalregister.gov/documents/2019/02/21/2019-02993/agency-information-collection-activities-proposed-collection-comments-requested-new-collection

[8] Listed as "offense" in the SRO survey, question 18.

2. **The SLEPS LEA survey should collect data on whether Law Enforcement Agencies analyze and review data, disaggregated by race, ethnicity, national origin, religion, sex, and disability status, on students arrested, issued citations, or upon whom force is used by law enforcement employed by the agency.** The SLEPS survey should ask how often this data is analyzed and reviewed.

3. **Regarding Question 12 of the SLEPS LEA survey:** (b) should specifically ask whether the agreement limits or prohibits SRO arrest power, and (j) should specifically ask whether the agreement between the agency and the school, or internal departmental policy, limits or prevents SRO involvement in school disciplinary matters. Further, a separate category should be added regarding whether the agreement or internal policy includes guidelines or limitations on use of force or weapons by SROs.

4. **Regarding Question 18 of the SLEPS LEA survey:** the survey should include a category on whether SROs have access to data on students identified as a threat. In addition, the survey should ask whether law enforcement agencies use any integrated databases of student information, and if so, the source(s) of that data.

5. **Regarding Question 26 of the SLEPS LEA survey**, the survey should include a category on whether law enforcement activity includes participating on threat assessment teams, and a category on whether law enforcement activity includes video surveillance/monitoring.

6. **Regarding Question 25 of the SLEPS LEA survey**, which asks about the types of social and behavior training that is offered by the agency to sworn SROs, a category should be added for bias-free policing training. The same adjustment should be made to Question 13 of the SRO survey. Implicit bias is related to, but distinct from, cultural sensitivity and/or cultural competency—one of the training topics listed in Question 25.

7. **The section on "Training Topics Offered to Sworn SROs" in the SLEPS LEA Survey**, each question should ask which topics are required of SROs, as well as how often SROs must be re-trained.

The SPLC offers these proposals to help ensure the SLEPS data collection provides better and more complete information about school policing programs and their impact on students across the country who deserve safe, healthy, and welcoming school environments.

Sincerely,

Victor Jones
Senior Supervising Attorney
Children's Rights – Louisiana

Katherine Dunn
Regional Policy Analyst
Children's Rights

**SPLC** ◢◣ **Southern Poverty Law Center**

February 23, 2018

VIA U.S. MAIL

███████████████

RE:     Public Records Request for Information Regarding the Use of ████████
        ████████ Officers in Schools

Dear ████████,

        We write under Article XII, Section 3 of the Louisiana Constitution, La. Const. Ann. art.
XII, § 3, and the Louisiana Public Records Act, La. Stat. Ann. §§ 44:1-44:41 to request public
records and data regarding the use of ████████████████ officers in public elementary,
middle, and high schools. All requests seek only non-confidential, non-privileged information as
defined under applicable state and federal law. Where responsive records exist that contain both
confidential or privileged information and non-confidential or non-privileged information,
please redact the confidential information (e.g., personally identifying information, or PII[1]) or
privileged information, and produce the balance of the records.

        Specifically, we request the following information:

1. The number of ██████████████ officers employed by, deployed to, or otherwise
   placed on school campuses. Within that officer population, please indicate: (a) which
   school(s) they are assigned to, and (b) the nature of their assignment/placement (e.g., at
   one school campus for the entire day; assigned to two schools for a half day at each;
   assigned from a central location to respond to requests for assistance from schools, etc.).

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[1] Under the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. § 1232g, PII includes
information such as a student's name, address, personal identifier such as a social security number, indirect identifier
such as a student's date of birth, or other information that is linkable to a specific student and would allow a
reasonable person in the school community to identify the student with reasonable certainty. 34 C.F.R. § 99.3.
However, even records or information that would otherwise be subject to FERPA protections may be released after
the removal of all PII, provided that the educational agency or institution or other party has made a reasonable
determination that a student's identity is not personally identifiable, taking into account other reasonably available
information. 34 C.F.R. § 99.31(b).

2. All memoranda of agreement or understanding (MOAs or MOUs), contracts, or other legal agreements in effect for the 2017-2018 school year between ███████ ███████ and any school or school district regarding the deployment or placement of law enforcement officers to school campuses.

3. All information on post-academy trainings and certifications for ███████ ███████ officers employed by, deployed to, or otherwise placed on school campuses, including:
   a. Copies of all post-academy training materials related to their employment by, deployment to, or placement on school campuses;
   b. Whether ███████ officers employed by, deployed to, or otherwise placed on school campuses receive the training(s) provided in (3)(a) above;
   c. Who provides the training(s);
   d. What certifications officers employed by, deployed to, or otherwise placed on school campuses have received; and
   e. How often the officers must be re-certified.

4. All other policies or procedures specifically for ███████ officers assigned to schools.

5. Total number of school-related arrests[2] between August 1, 2015 and present day. Please further disaggregate the total number of arrests per school year by:
   a. Date;
   b. School where the arrest originated;
   c. Race of student;
   d. Sex of student;
   e. Age of student;
   f. Charge; and
   g. Arresting Officer(s).

6. Total number of school referrals to law enforcement[3] between August 1, 2015 and present day. Please further disaggregate the total number of referrals to law enforcement per school year by:
   a. Date;
   b. School where the referral originated;
   c. Race of student;

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[2] A "school-related arrest" is an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement. *See* United States Department of Education, Civil Rights Data Collection, "Master List of 2015-2016 CRDC Definitions," available at: https://crdc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=20523 (hereinafter "CRDC Definitions").

[3] A "referral to law enforcement" refers to an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement. *See* CRDC Definitions, *supra* n. 2.

d.　Sex of student;
　　　　e.　Age of student;
　　　　f.　Reason for referral, if available; and
　　　　g.　Responding Officer(s).

　7.　Total number of incidents at schools between August 1, 2015 and the present day where a
　　　　████████████████ official used the following against a student:
　　　　a.　Taser;
　　　　b.　Mace; and
　　　　c.　Restraint/Seclusion.

　　　Please respond to this request within five (5) days as required by La. Rev. Stat. Ann. §
44:35(A), and before you begin producing responsive documents, please provide a timeline for
production and an estimate of production costs. Please contact me by phone at ████████ ,
by facsimile at ████████ , or by email at ██████████████ with any
questions. Thank you in advance for your prompt consideration of this request.


Sincerely,

████████████████████████

3

**June 2018**

# Recommendations for the SLEPS Main Data Collection Based on Lessons Learned from the Pretest Conducted November 2017–May 2018

# DRAFT Report

Prepared for

**Elizabeth Davis**
**Shelley Hyland**
Bureau of Justice Statistics

Prepared by

**Duren Banks**
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**RTI**
INTERNATIONAL

# Contents

**4**

**Appendices**

A      LEA Questionnaire
B      SRO Questionnaire

# Exhibits

RTI International and its partner, the Police Executive Research Forum (PERF), conducted a pretest of the Survey of Law Enforcement Personnel in Schools (SLEPS). The pretest began with the agency component of the data collection in November 2017 and concluded with the close of the officer-level survey in May 2018. This report describes the process and findings from the pretest administration and recommendations for the main data collection based on the lessons learned.

The pretest and anticipated main data collection include two components. First, sampled law enforcement agencies receive the law enforcement agency survey, which includes questions about the agency, the number and characteristics of the SROs employed by the agency, and the policies that the agency has in place to guide the work of the SROs. Next, law enforcement agencies are asked to complete a roster form that uniquely identifies each full-time sworn SRO that is employed by the agency at the time of the survey response. The SRO roster is then used to select the sample for the SRO survey, which is the second component of the pretest. Sampled SROs receive a questionnaire that asks about their training, policies, and practices related to their work as an SRO.

The pretest was designed to test the survey methodology anticipated for the main data collection and to develop recommendations for updates to the survey instruments themselves and/or our procedures for sampling, contacting respondents, or otherwise collecting the data.

This report describes each component of the pretest, including the sampling approach, method of contacting, and response pattern analyses for the LEA component of the pretest (**Section1**) and the SRO component (**Section 2**). **Section 3** summarizes findings from the pretest and recommendations to consider for the main data collection, including updates to the survey instruments, proposed sampling approach, administration of both components, and a timeline for the main data collection.

# 1. Law Enforcement Agency Survey

## 1.1 LEA Sampling Approach

For the SLEPS pretest, law enforcement agencies (LEAs) were selected via stratified simple random sample from the Law Enforcement Agency Roster-provided frame. Sampling strata were determined exclusively by agency size category, with the number of school resource officers (SROs) employed by the agency serving as the measure of size. Information on SRO employment came either from the 2014 or 2008 Census of State and Local Law Enforcement Agencies (CSLLEA), with the 2014 figure taking precedence when available. Separate strata were included for agencies with unknown numbers of SROs and for agencies believed to not employ SROs. A single agency—the New York City (NYC) Police Department—was also included in its own self-representing stratum. Design of the LEA sample emphasized qualitative assessment of feasibility rather than achieving power for

particular estimates or collection performance metrics. ***Exhibit 1-1*** provides the overall sample size (250 LEAs) and stratum allocations as provided to the Bureau of Justice Statistics (BJS).

**Exhibit 1-1.  LEA Strata and Allocation for the 2017–18 Pretest**

| LEA Sampling Stratum | #LEAs on Frame | #LEAs Sampled for Pretest |
|---|---|---|
| 1–5 SROs | 4,882.0 | 124 |
| 6+ SROs | 421.2 | 75 |
| Cert (New York City) | 1.0 | 1 |
| 0 SROs | 9,811.0 | 10 |
| Unk SROs | 637.0 | 40 |
| Total | 16,067 | 250 |

## 1.2    LEA Survey Administration

### 1.2.1    Communication protocols

RTI initiated the LEA survey on November 9, 2017, with a mailing to the 250 sampled LEAs. LEAs were divided into two conditions. Agencies in the first condition received an invitation letter with instructions on how to access the questionnaire via Web. Agencies in the second condition received an invitation letter with instructions on how to access the questionnaire via Web and guidance on how to complete the questionnaire via paper using an enclosed questionnaire, roster form, and business reply envelope. (Results from the experiment are discussed further below as a part of LEA response rate outcomes.) All agencies received a letter of support from PERF. Once data collection began, we monitored a project-specific 1-800 number and e-mail address and responded to any incoming communications.

Two weeks later, on November 27, 2017, we sent a postcard to each agency. The postcard served as a thank you for those agencies that submitted and as a reminder for agencies that had not submitted.

We sent the final mailed reminder to all nonresponding agencies (n = 163) 2 weeks after the postcard, on December 7, 2017. This mailing included four pieces: (1) a letter with instructions on how to complete via Web or paper, (2) the LEA questionnaire, (3) the rostering form, and (4) a business reply envelope.

One month later, on January 8, 2018, we initiated nonresponse telephone contacting with all nonresponding agencies (n = 115). These telephone contacts continued for 3 weeks and ended on January 26, 2018. The LEA survey remained active until February 2, 2018.
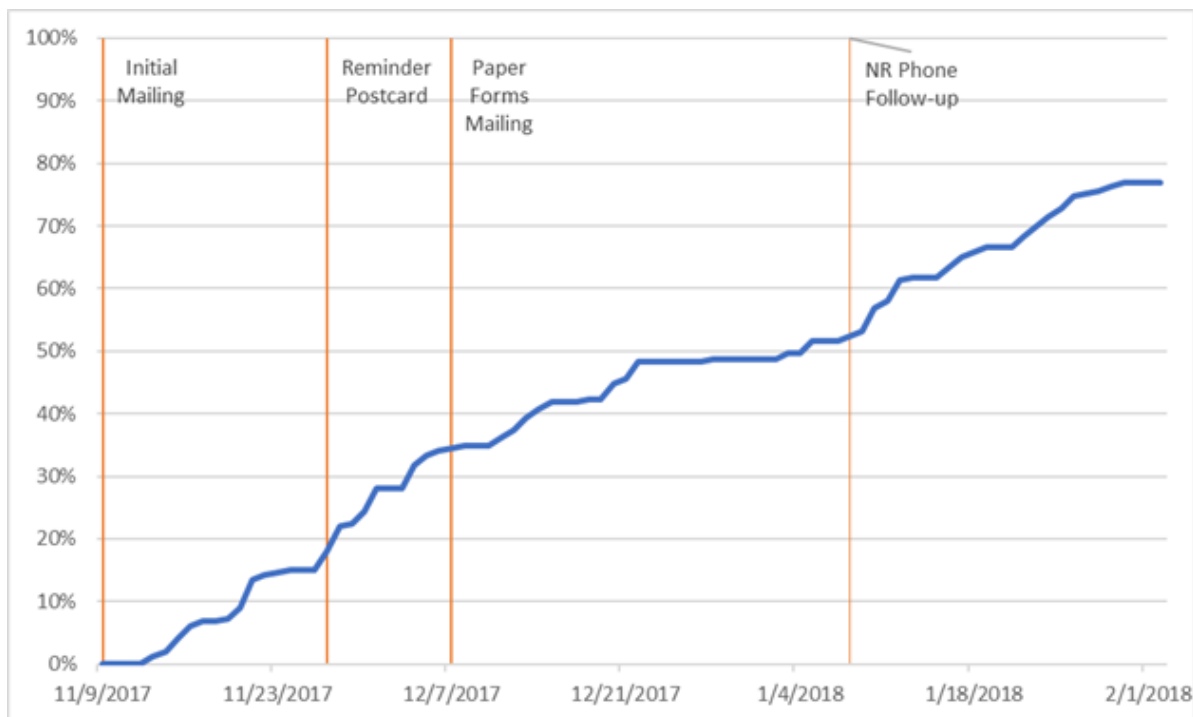
## 1.2.2    LEA response rate/patterns

The LEA survey was conducted on a compressed timeline, with only 2 weeks between each of the mail protocol steps. As for the start of nonresponse telephone contacting, we originally proposed waiting 3 weeks after the final mailing. However, to avoid overlap with end-of-the-year holidays, BJS agreed to delay the nonresponse telephone contacts to commence 4 weeks after the final mailing.

In the 2 weeks after the invitation mailing, we achieved a 17.9% response rate (n = 44).[1] After we sent the reminder postcard, we achieved a 34.6% response rate (n = 85) before the final reminder. The final reminder led to a 52.4% response rate (n = 129) before we started nonresponse contacting. Although the target response rate was 80%, the LEA questionnaire achieved a 77.2% response rate after nonresponse contacting. There were no significant differences in response rates by experimental condition (invitation only vs. invitation and paper questionnaire), however the test was severely underpowered (n = 123 per group).

The response rate steadily progressed throughout LEA data collection, with appreciable increases after each step of the communication protocol (see ***Exhibit 1-2***).

**Exhibit 1-2.   LEA Response Pattern Over Time**



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[1] Although 250 LEAs were sampled for the pretest, 4 were deemed ineligible. All response rates are based on a sample size of 246 LEAs.

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**Exhibits 1-3** and **1-4** show LEA unit response patterns by agency type and size, respectively. Although there is little evidence of variation in response rates by agency type (rates differ at a maximum of less than 6 percentage points, with a high of 81.0% for Sheriff), agency size does appear related to LEA response propensity. In Exhibit 1-3, agencies with SROs (not including NYC) exhibit response rates ranging from a high of 85.4% to a low of 60.0%, and these rates appear to follow a gradient on which the response rate decreases as agency size increases. Agencies with an unknown number of SROs exhibit a low response rate of 51.4%. This was expected given that a relative lack of willingness to participate in data collection likely contributed to these agencies' CSLLEA data sparsity in the first place.

**Exhibit 1-3.   LEA Response by Agency Type**
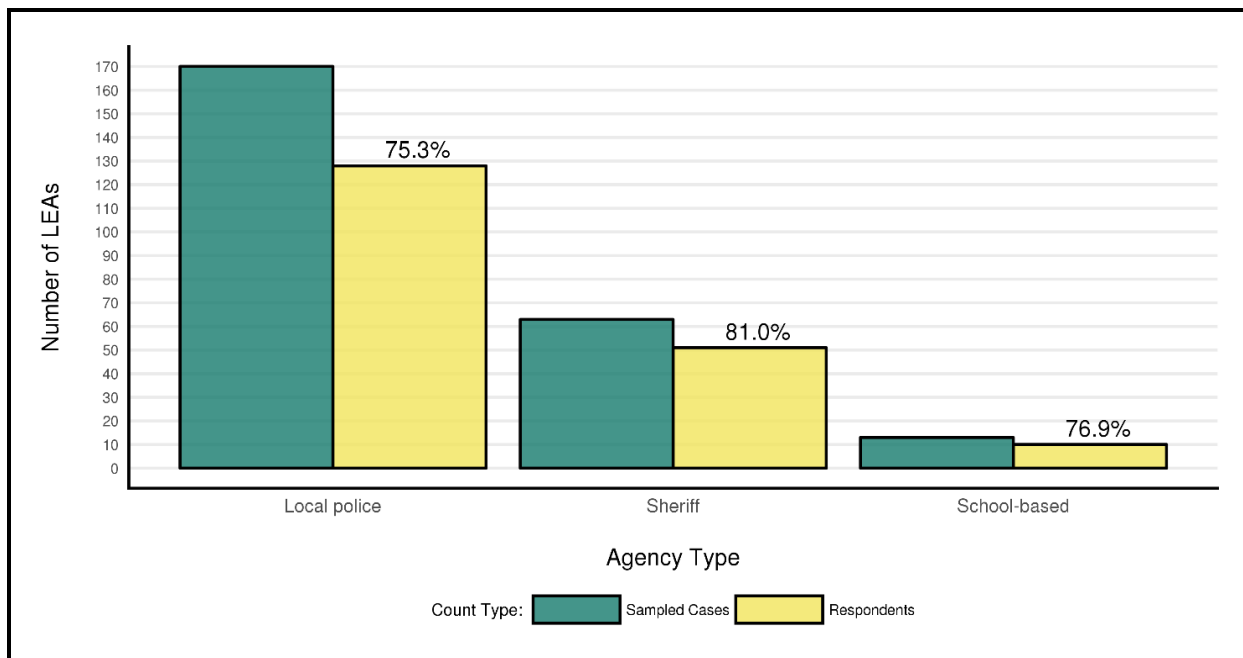
**Exhibit 1-4.   LEA Response by Agency Size (CSLLEA SRO Count)**
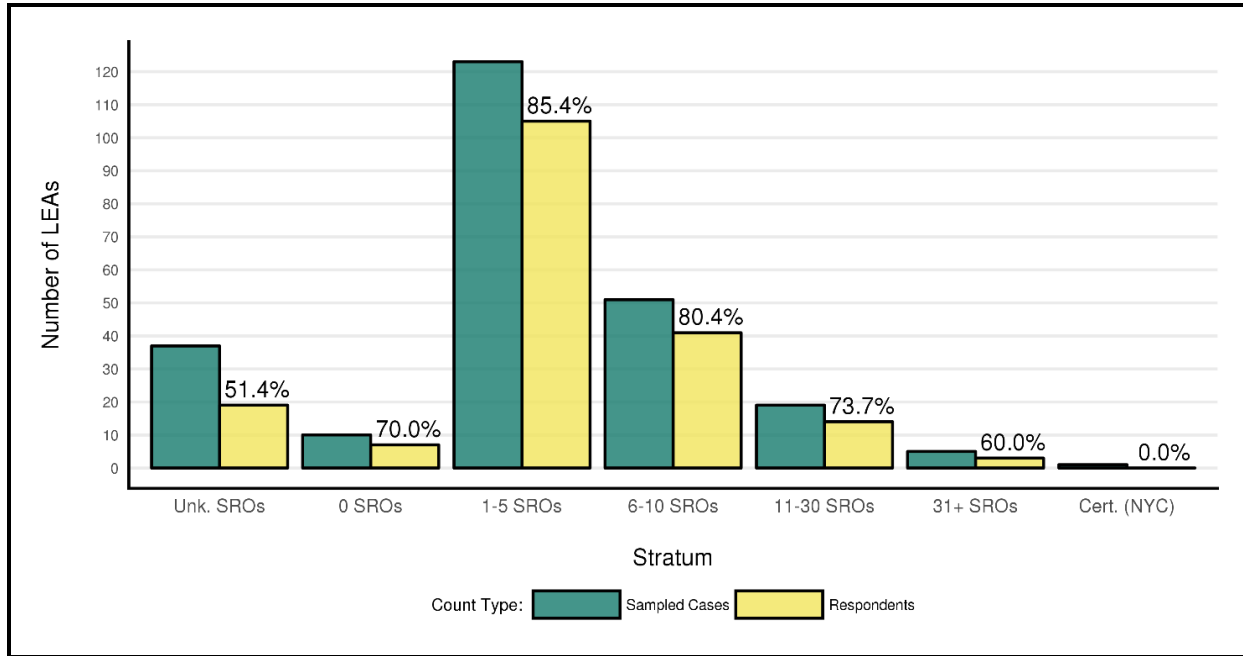


Nonresponse bias can result if the population distribution of one or more survey measures is related to response propensity—if nonresponding agencies are different in a systematic way than those who do respond, survey-based estimates could misrepresent that population. Although the true population parameters corresponding to any given estimate are unknown, we can get a sense of the potential for nonresponse bias by analyzing frame variables that are correlates of both response propensity and survey variable responses. For the SLEPS pretest, the best correlates for this type of analysis are agency size (SRO count) and agency type. From Exhibits 1-3 and 1-4*,* we can see that agency size is a correlate of response propensity, and that the situation is less clear for agency type.

Looking more closely at agency size and the role it plays in response propensity, we can see that the association indicated by Exhibit 1-4 is reinforced by the estimates of agency size by response group. For nonresponding agencies, the average number of SROs is 24.7, whereas for responding LEAs this number is only 5.2. This dramatic difference is driven in large part by the nonrespondent status of the NYC LEA. Removing NYC from the calculation leads to an average SRO count of 9.2 in the nonrespondent group. These estimates are based on SRO count taken from the frame[2] only. In ***Exhibit 1-5*** we see that, aside from a couple of cases, the correspondence between the frame SRO count and measured SRO count[3]

**Exhibit 1-5.    Relationship between Frame SRO Count and SLEPS-Measured SRO Count**
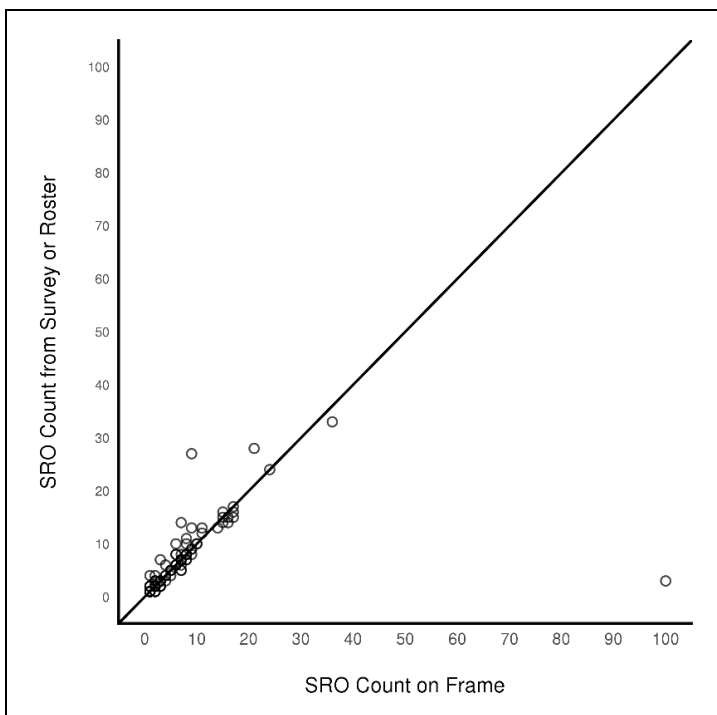


is high, with only two cases diverging strongly. When replacing the SRO count with an updated value where available, we see an even smaller mean SRO count of 4.9 among responding agencies. The difference in SRO count between respondent groups is statistically significant in all cases (with and without NYC and with both the frame-only and updated SRO Exhibits).

Although agency size is a correlate of response propensity, it is not yet clear whether the population distributions of characteristics measured on the LEA survey are also correlated with agency size. To get an idea as to whether this is the case, we can test whether the mean number of SROs differs significantly across response categories of questionnaire variables completed by responding agencies. If agency size is associated with the responses of questionnaire variables, this could indicate the potential for bias given that nonresponding agencies seem to be larger on average. When testing mean SRO values across LEA survey variable response categories, we see a significant association for 13.1% of tested variables. This is well above the 5% figure we would expect to see from random chance alone. Taken along with the fact that the SLEPS pretest sample was not powered to

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[2] This is based on the 2014 CSLLEA, if it was nonmissing, and the 2008 CSLLEA if it was missing.
[3] Taken as the maximum of LEA survey item **Question 19a** and the number of SROs rostered for SRO sampling.

detect slight but potentially meaningful differences in agency size across categories,[4] this indicates a potential for nonresponse bias resulting from the relative underrepresentation of larger agency respondents. Agency type is significantly associated with a similar number of variables (12.8%)—although, because agency type does not seem as strongly correlated with response propensity, this is a less pronounced indicator of potential bias.

Beyond a simple question of whether certain types of agencies respond at all, there is also the question of whether early-responding (the first 25%) and late-responding (the last 25%) agencies differ from one another. If late-responding agencies differ from those that submit data early in the collection cycle, this could be an indication, for example, that the selection of the collection period duration could affect survey estimates. Furthermore, if late-responding agencies are more similar to nonresponding agencies, their data can be used in nonresponse adjustments in the main data collection. ***Exhibits 1-6*** and ***1-7*** show the distributions of agency size and agency type for early responders and late responders.

Although the effects are not especially strong, we can see from Exhibits 1-6 and 1-7 that Sheriff's departments and school-based agencies are more likely to respond late, as are agencies with an unknown number of SROs. Because agency size and type are associated with LEA survey responses, distributions of those responses could shift significantly throughout the data collection period. In other words, early responses could represent a biased sample of agency respondents overall, and the choice of collection period and late-collection outreach could affect survey variable estimates.

In general, though there is a clear potential for nonresponse bias in LEA survey estimates, there is no indication that this bias could not be well-controlled through careful use of nonresponse bias mitigation techniques both during and after data collection closeout. By providing ample time and outreach for agencies with a relatively high propensity for late response, and by carefully adjusting the base sampling weights of respondent agencies to account for nonresponse while controlling for things like agency type and size, we have every expectation that a final LEA respondent sample can support unbiased estimation for the main SLEPS collection.

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[4] For a generic two-category variable, the SLEPS pretest response set is only large enough to support detection of a +50% difference in mean SRO value at 80% power. Agency size may well be associated with more than 13.1% of variables, though we are unable to detect significant differences across response groups.

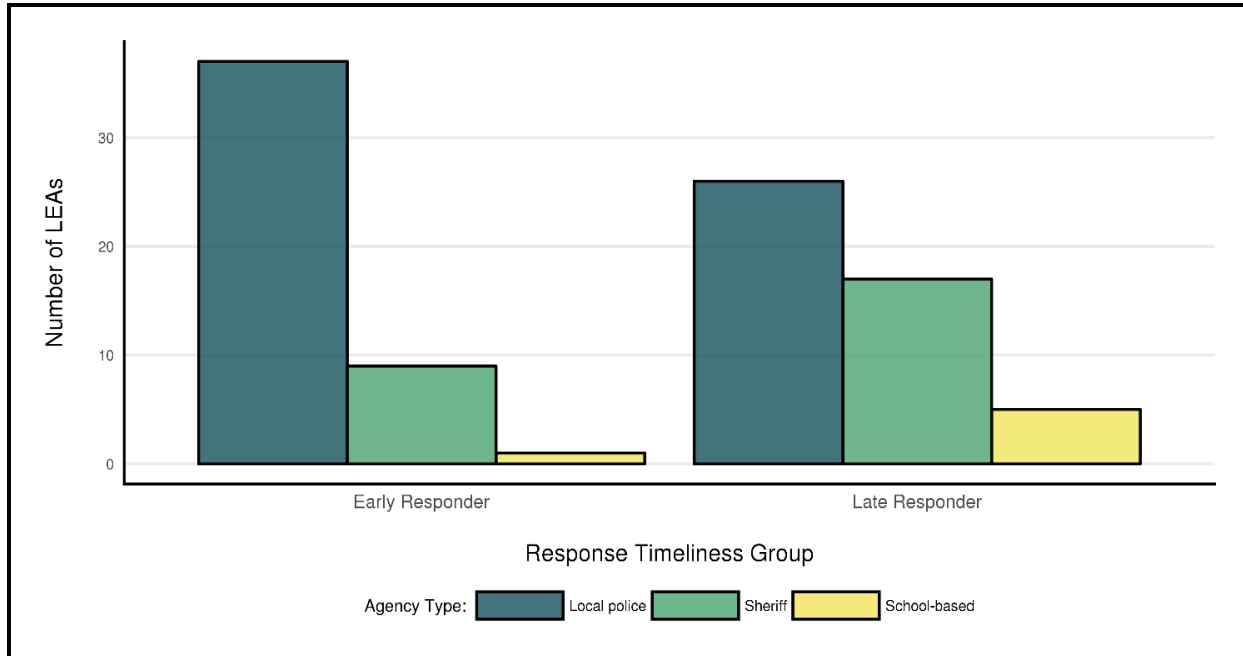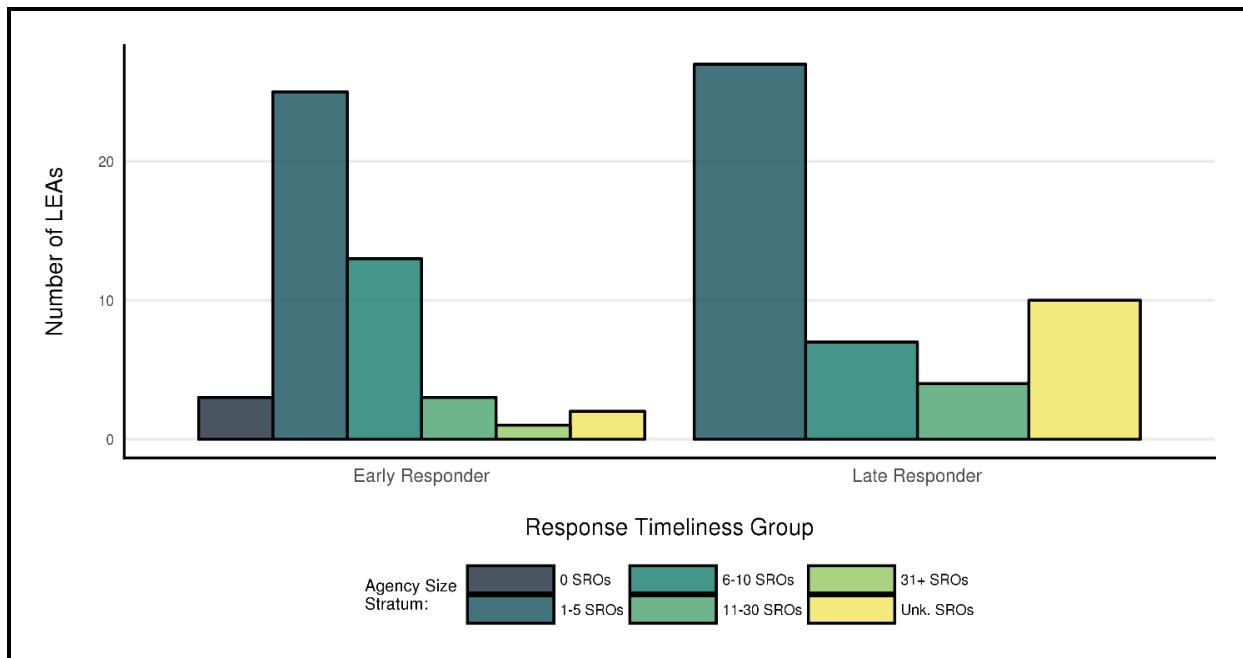**Exhibit 1-6.   Agency Type Distributions for Early and Late Responders**



**Exhibit 1-7.   Agency Size Distributions for Early and Late Responders**
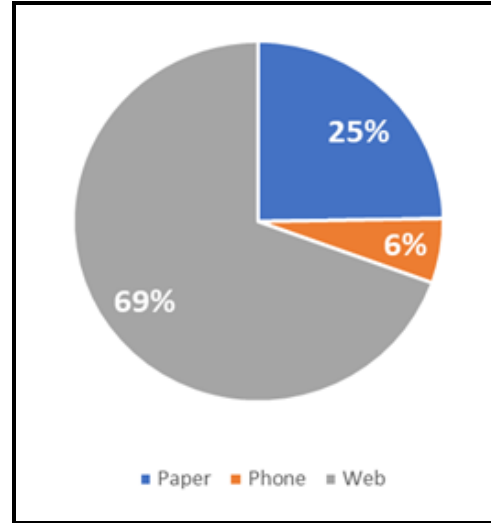
## 1.2.3    Experience with paper and Web-based versions of the questionnaire

As shown in **Exhibit 1-8**, the majority of LEA questionnaire submissions (69%) were via Web (n = 132). A quarter of LEA questionnaire submissions were via paper (n = 47). A small number of LEAs chose to complete the questionnaire over the phone during nonresponse contacting (6%, n = 11).

**Exhibit 1-8.    Distribution of LEA Responses by Mode**



The Web-based version of the questionnaire allows for standard data entry from LEAs. The Web-based questionnaire leads the respondent to relevant questions, meaning questions are skipped or shown as appropriate. The paper version of the questionnaire; however, relies on the respondent to decipher the skip patterns and recognize each question requiring a response. Phone submissions saw the same benefits as the Web submissions because staff walked through the questionnaire with the respondent.

For the LEA pretest, we saw several errors (see **Exhibit 1-9**) with the paper submissions (the LEA questionnaire is presented as **Appendix A**):

**Exhibit 1-9.    LEA Paper Questionnaire Submission Errors**

| Question | Error | No. of Respondents |
|:--------:|-------|:------------------:|
| 4 | Left this item blank. | 1 |
|   | Wrote more on this item than the year (e.g., "circa 2000"), so their responses could not be keyed given the validation on the Web (i.e., it only accepts a 4-digit number). | 5 |
| 6 | "5 campuses" in sub-item d. | 1 |
|   | Respondent appeared to sum all schools in sub-item d. They drew an arrow down all sub-items pointing to the response in sub-item d. | 1 |
| 8 | Respondent selected, "Rotate to other assignments" and wrote in, "Permanent assignment to school during school year. Assigned to patrol during summer." | 1 |
| 10 | Respondents made a mark (i.e., an 'X' or a check) in "School districts—Formal agreement in place" instead of writing a number. | 2 |
|   | Respondent selected "Independent School District" in Question 1, which meant they should only enter responses in the "Individual schools" line. However, this respondent put an 'X' in the "Not applicable" box and left the rest of the item blank. | 1 |
| 13 | Respondent selected both "Yes" and "No" for a single item. | 1 |

| Question | Error | No. of Respondents |
|---|---|---|
| 14 and 15 | Respondent selected "Other (please specify)" and wrote in, "none." | 1 |
| | Respondents selected "No" on Question 14 and then selected "By providing feedback on SROs after placement to help determine a 'good fit'" for Question 15. Respondents should skip Question 15 if their response to Question 14 is "No." | 4 |
| 17 | Respondent selected "Several times a year" and "Other (please specify)" with text, "Multiple daily contacts via email and phone." | 1 |
| 20 | Respondent provided only totals in the column and did not provide the breakdown by gender. | 1 |
| 22 | Respondent did not select "Yes" or "No" for sub-item e, but wrote in, "local school districts." | 1 |
| | Respondent selected "Yes" for sub-item c and wrote in, "Michigan State Police – Team Program" as the name of the state organization. | 1 |
| 26 and 27 | Respondent selected "No" for each sub-item in these questions and then noted, "Both 26 and 27 are included in our policy but not in our agreement with the school system." | 1 |
| 29 | Respondent left sub-item d blank and wrote, "not issued unknown if school would allow." | 1 |
| | Respondent left sub-item f blank and wrote, "unk." | 1 |
| 31 and 32 | Respondent selected "None" to Question 31 sub-item b and then selected "No" to each sub-item in Question 32. Respondents should skip Question 32 if their response to Question 31 sub-item b is "No." | 1 |
| 40 and 41 | Respondent selected "Yes" and did not include the rostering form. | 1 |
| | Respondent selected "No" to Question 40 and did not provide a rostering form but completed Question 41. | 1 |
| | Respondents selected both response options in Question 41. | 2 |
| | Respondents did not select a response to Question 40 or Question 41 but provided a complete rostering form. | 2 |

## 1.3   Rostering from LEA Survey Respondents

### 1.3.1   Consistency in items that measure the number of SROs

There are three items on the LEA questionnaire that should match related to the number of sworn officers primarily assigned to any public K-12 schools—**Question 19, Question 20**, and the rostering form. Question 19a asks for the total number of sworn officers that are primarily assigned to any public K-12 schools as of September 30, 2017. Question 20 asks for a breakdown of sworn SROs by race/Hispanic origin and sex. The rostering form asks for the list the sworn officers who are primarily assigned to work in K–12 public schools, including the officer's initials or other identifying information, race/Hispanic origin, sex, and e-mail address.

The number entered in Question 19a should equal the total in Question 20 and the total number of SROs on the rostering form. The breakdown provided in Question 20 should match the characteristics provided on the rostering form. For the pretest, we reviewed submissions to confirm Question 19a equaled the number of SROs on the rostering form. For cases where these did not match, we followed up with the LEA point of contact (POC) to clarify the inconsistent information.

There were 21 cases that required this follow-up. We initiated follow-up with an e-mail outlining the issue. Eleven of the 21 cases were resolved upon that initial contact. For those that were not resolved, we attempted contact via phone and continued contacting via phone and e-mail until resolution. Six additional cases were resolved; however, four cases were not resolved through contact with the agency. Resolutions for the 17 cases are as follows:

| Resolution | No. of POCs |
| --- | --- |
| POCs forgot to include themselves on the rostering form. | 4 |
|     These POCs also had three SRO vacancies, so the numbers did not match across the questions. | 1 |
| The rostering form was incorrect and one of the listed officers was removed. | 1 |
| The rostering form was correct, and we updated Question 19a and Question 20 | 1 |
| Forgot to include both SRO departments (i.e., SRO and Neighborhood SRO) on the rostering form; we updated the rostering form. | 1 |
| LEA POC was confused about the definition of a "sworn officer." They have two retired police officers that are SROs that are called SLEO IIs. The POC confirmed that these officers have full arrest powers. We updated Question 19a. | 1 |
| ▪ LEA POCs were confused about the timing indicated in the questions.<br>    – LEA POC counted two SROs because they had two over the course of the year; however, on September 30, 2017, they only had one. We corrected Question 20 and the rostering form.<br>    – LEA POC realized that we were asking about September 30, 2017, in all questions (even though it is stated explicitly only in Question 19a) and said that we should update Questions 19a and 20 to match the rostering form. | 2 |
| ▪ Entered the wrong number in Question 19a (no details given) and we updated that to match Question 20 and the rostering form. | 3 |
| ▪ LEA POC confirmed the numbers provided in Questions 19a and 20 and we updated the rostering form (no explanation given). | 1 |
| ▪ LEA POC included a DARE officer that fills in part-time as an SRO on the rostering form but did not include them in Questions 19a and 20. We updated Questions 19a and 20. | 1 |
| ▪ LEA POC included SROs assigned to schools on the rostering form. For Questions 19a and 20, the POC included those SROs as well as their supervisors. We did not include the supervisors on the questionnaire and removed them from Question 19a and 20. | 1 |
| ▪ Provided updated numbers for all three items—Questions 19a and 20 and the rostering form (no details given). | 1 |

### 1.3.2    Preference for single POC or direct-to-officer survey distribution

We received 190 submissions for the LEA questionnaire. We received 124 responses to **Question 41** (*For purposes of administrating the officer survey, would your agency prefer to have a single point of contact to distribute the officer survey or have our team directly contact the officers?*). Most agencies selected "Single point of contact" (70%, n = 87).

## 1.4    LEA Item-Level Measurements and Quality

### 1.4.1    Item response patterns

We examined several indicators for measurement error: item missingness across the questionnaire and, specifically for grid questions, straight-lining[5] and errors of commission.[6]

We focused on variables that yielded more than 5% item nonresponse, as in such cases, the missingness is likely systematic rather than random and can potentially induce bias in the estimates. Not surprisingly, write-in response options, such as "Other (please specify)" had the highest missing rate—for example, **Question 22e** had 23% missingness (where respondents were expected to mark "No" if no other entities were relevant). Response options b (school districts) and d (national organizations) were also left blank by 8% and 6% of the respondents, respectively.

During the field test it became clear that questions in the non-sworn SROs section did not apply to most LEAs (about 10% of respondents left this question blank, whereas 96% of those who responded to **Question 19B** reported zero non-sworn employees).

Finally, the last question of the LEA questionnaire (**Question 40**) had about 6% item missingness, which is not surprising given that **Questions 30–39** did not apply to majority of our respondents, and about 10% of them chose not to complete the roster.

One of the disadvantages for using grid questions is the potential for item missingness and straight-lining associated with them).[7] To address these concerns, we examined the average amount of item missingness for questions with five or more subparts presented in a grid format, as well as the average standard deviation across respondents. ***Exhibit 1-10*** presents the results of those analyses. Most of the grid questions had less than 2% item missingness (suggesting it is likely missing at random). Not surprisingly, **Question 29** had the highest percent missingness: 1 of 20 respondents were likely confused how to select a response option when they were nested within not necessarily mutually exclusive categories. **Question 13** did not have much variability in responses, suggesting that some of its subparts were highly correlated and potentially can be collapsed.

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[5] Straight-lining refers to a respondent's tendency to select the same response within a grid.
[6] Errors of commission are when respondents ignore the skip logic when completing a paper form.
[7] Toepoel, V., M. Das and A. v. Soest (2005). Design of Web Questionnaires: A Test for Number of Items Per Screen, Tilburg University. 2006.

**Exhibit 1-10. Average Percent Item Missingness and Average Standard Deviation by Grid Question in the LEA Questionnaire**

| Grid Question Number | Average Percent Missing, % | Average Standard Deviation Across Respondents |
|---|---|---|
| 12 | 1.5 | 0.28 |
| 13 | 0.9 | 0.17 |
| 18 | 0.6 | 0.30 |
| 23 | 0.4 | 0.26 |
| 24 | 0.2 | 0.31 |
| 25 | 0.0 | 0.36 |
| 26 | 0.7 | 0.26 |
| 27 | 0.6 | 0.36 |
| 28 | 0.4 | 0.24 |
| 29 | 5.0 | 0.87 |

We also examined errors of commission, where respondents ignored the skip logic if they chose to complete the paper form. There were no violations of skip patterns for the sworn SROs questions (**Questions 3, 9, 14**).

### 1.4.2   Inconsistencies across items

Finally, we examined items that measured the same concept in the LEA questionnaire. Specifically, we calculated the match rate between then number reported in the gate question collecting information on the number of sworn and non-sworn officers (**Question 19**) and the information provided in the roster. There was a 98% match between the total numbers of sworn SROs provided in each item (after following up with POCs as described above).

## 2.  SRO Survey

## 2.1   SRO Sampling Approach

The SLEPS SRO pretest was designed to assess the feasibility of administering a survey directly to officers. Before the pretest, it was not known how well an officer-based survey would perform, including the ability to collect officer rosters and to achieve adequate final SRO response rates. For agencies that provided a roster of SROs, the following SRO sampling rules were employed:

- LEAs with 1–5 SROs: sample all SROs
- LEAs with 6–10 SROs: sample 5 or 75% of SROs, whichever is greater
- LEAs with 11–30 SROs: sample 8 or 50% of SROs, whichever is greater

- LEAs with 31+ SROs: sample 16 SROs[8]

## 2.2    SRO Survey Administration

### 2.2.1    Communication protocols

We initiated the SRO survey on March 1, 2018, with a mailing to the 475 sampled SROs.[9] SROs were contacted either directly (n = 121) or through a single POC with the agency (n = 354). All SROs received a sealed envelope containing (1) an invitation letter with instructions on how to access the questionnaire via Web and (2) a letter of support from PERF. The invitation letter noted that the LEA supported the data collection and provided the contact information for the LEA POC should the SRO have questions. We continued to monitor the 1-800 number and e-mail address throughout the SRO survey to assist SROs.

Two weeks later, on March 15, 2018, we sent a postcard to each SRO. The postcard served as a thank you for those SROs that submitted and as a reminder for SROs that had not submitted. Again, these postcards were sent either directly (n = 121) or through a single POC with the agency (n = 350).[10]

We sent the final reminder to all nonresponding SROs 2 weeks after the postcard, on March 29, 2018. Each SRO received a sealed envelope containing (1) a letter with instructions on how to complete via Web or paper, (2) the SRO questionnaire, and (3) a business reply envelope. As with the previous mailings, SROs received this packet either directly (n = 74) or through a single POC with the agency (n = 89).

The SRO survey remained active until May 4, 2018.

### 2.2.2    SRO response rate/patterns

The SRO survey was conducted on a compressed timeline. There were 2 weeks between each of the mail protocol steps.

In the 2 weeks after the invitation mailing, we achieved a 39.3% response rate (n = 185).[11] After we sent the reminder postcard, we achieved a 65.4% response rate (n = 308) before the final reminder. After the final reminder, the SRO survey achieved a 78.1% response rate (n = 368), surpassing the target 74% response rate.

The response rate steadily progressed throughout SRO data collection, with moderate increases after each step of the communication protocol (see ***Exhibit 2-1***). ***Exhibits 2-2*** through ***2-6*** show various SRO response comparisons.

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[8] The original sampling rule for this stratum was to select 10 or 10% of SROs, whichever was greater. The modified sampling rule change was requested by BJS.
[9] We had one late-responding LEA that was on a slightly different SRO mailing schedule.
[10] The number of SROs contacted through a single POC decreased by four because of ineligible SROs.
[11] Although 475 SROs were sampled for the pretest, 4 were deemed ineligible. All response rates are based on a sample size of 471 LEAs.

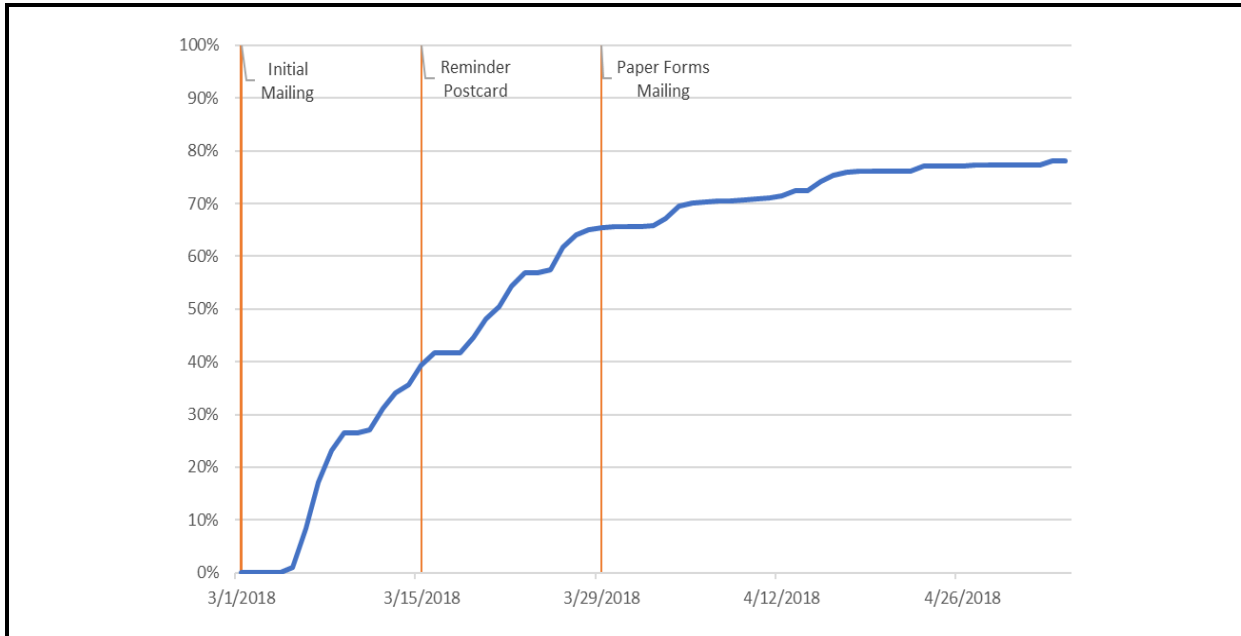**Exhibit 2-1.   LEA Response Pattern Over Time**
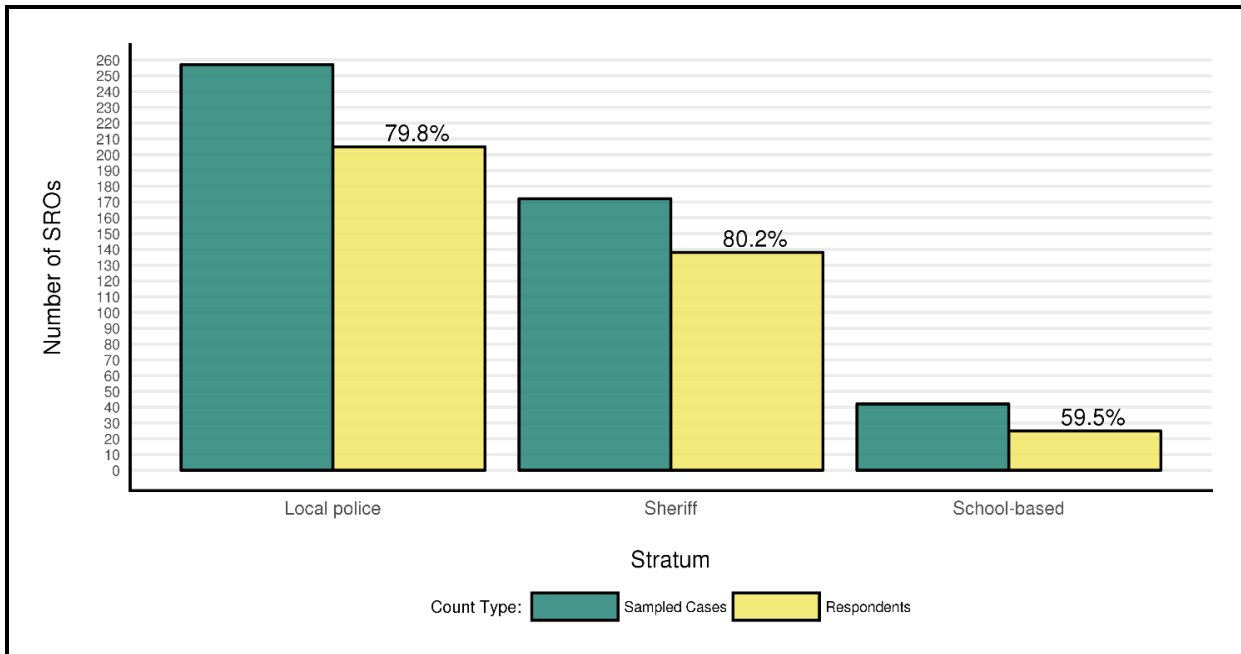


**Exhibit 2-2.   SRO Response by Agency Type**
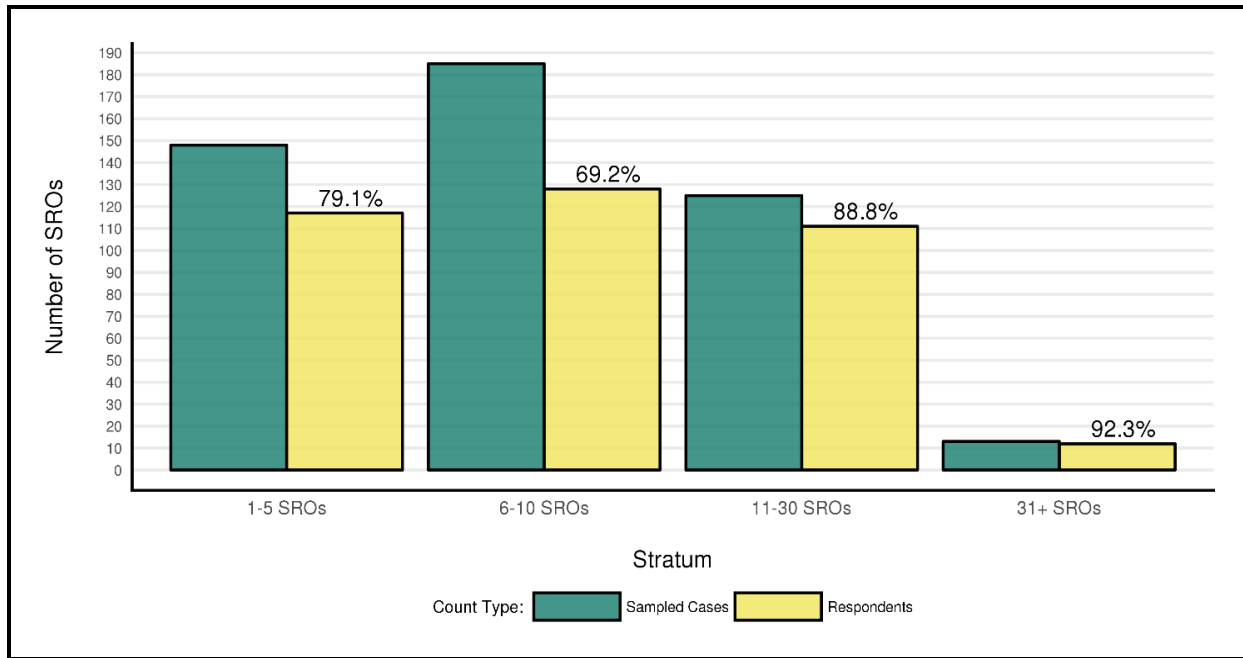
**Exhibit 2-3.  SRO Response by Agency Size**



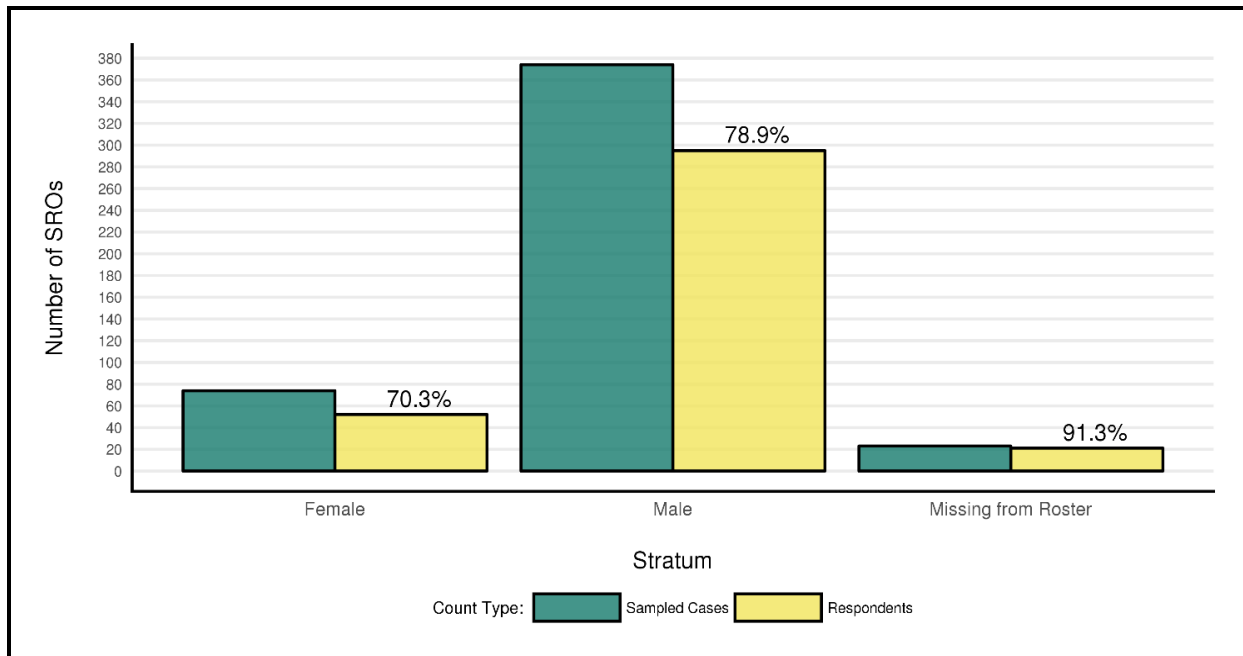**Exhibit 2-4.  SRO Response by SRO Gender**

**Exhibit 2-5.   SRO Response by SRO Race**
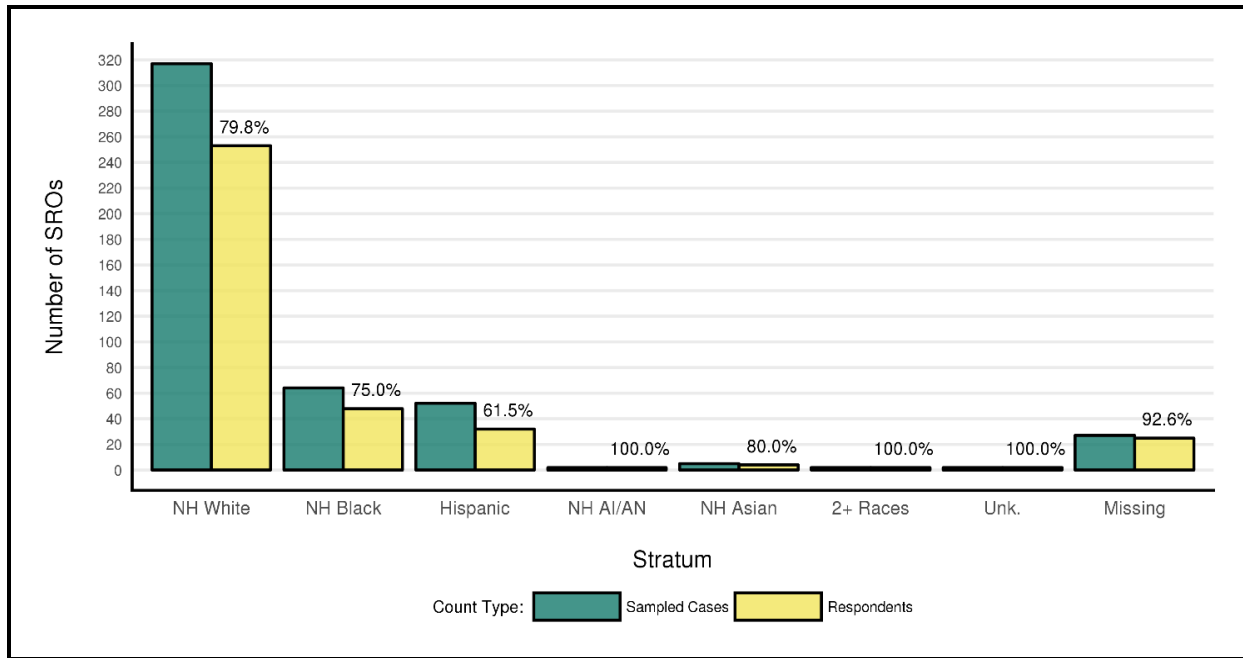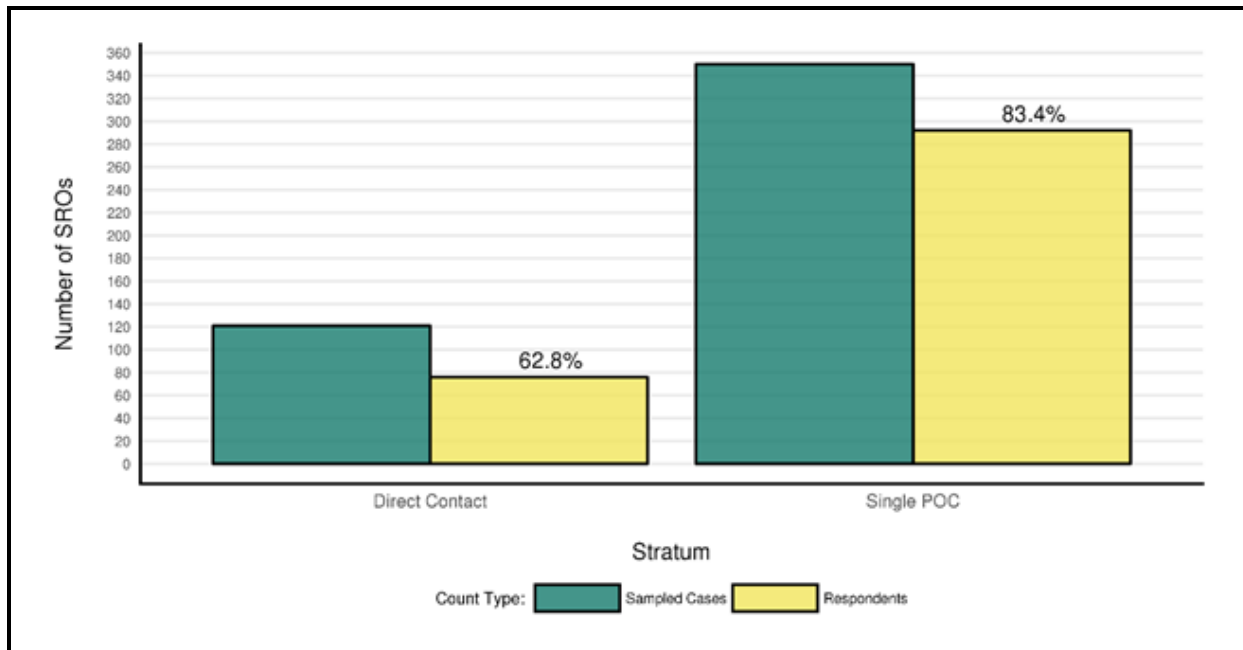


**Exhibit 2-6.   SRO Response by SRO Survey Type of Contact**



As in the case of LEA response, we do see some variation in the apparent response propensity of SROs. SROs from school-based agencies or medium-sized agencies (6–10 SROs) appear relatively less likely to respond, as do female and Hispanic SROs. SROs

contacted directly, rather than through a central agency POC also respond at lower rates. Notably, however, these marginal rates of response could in some cases be measuring common, underlying characteristics. ***Exhibit 2-7*** shows the p-values derived from tests of association between the characteristics presented above. A full half of the relationships are significant. Especially notable is the significant associations between agency size and agency type, SRO race, and POC type for SRO data collection.

**Exhibit 2-7.  P-Values from Chi-Square Tests of Association Between LEA and SRO Characteristics**

|  | Agency Size | Agency Type | SRO Gender | SRO Race | POC |
|---|---|---|---|---|---|
| Agency Size | N/A | <0.0001 | 0.9765 | <0.0001 | 0.0080 |
| Agency Type |  | N/A | 0.5934 | 0.0010 | 0.0287 |
| SRO Gender |  |  | N/A | 0.1987 | 0.4066 |
| SRO Race |  |  |  | N/A | 0.7647 |
| POC |  |  |  |  | N/A |

To get a sense of whether differential response patterns among SROs might indicate a potential for nonresponse bias, associations between LEA and SRO characteristics were measured for respondents across SRO questionnaire variables. We found that 15.9% of variables were significantly associated with agency size, whereas 20.4% were significantly associated with agency type. SRO race was significantly associated with 23.9% of SRO questionnaire variables. SRO gender and POC type exhibited the fewest significant associations, each with 8.0%.

As noted earlier for LEAs, binary response status does not paint the full picture. To fully address the potential for nonresponse bias, we also must consider whether the profile of SRO respondents changes throughout the collection period. Although SRO race and gender and agency type distributions did not differ meaningfully between early and late SRO respondents, there does seem to be some association between agency size and contact type and promptness of SRO questionnaire response. ***Exhibits 2-8*** and ***2-9*** show that SROs contacted directly and those from medium-sized agencies are overrepresented in the late responder groups. SROs from these agencies could be more sensitive to the duration of the SRO survey response collection period and to late-collection outreach measures.

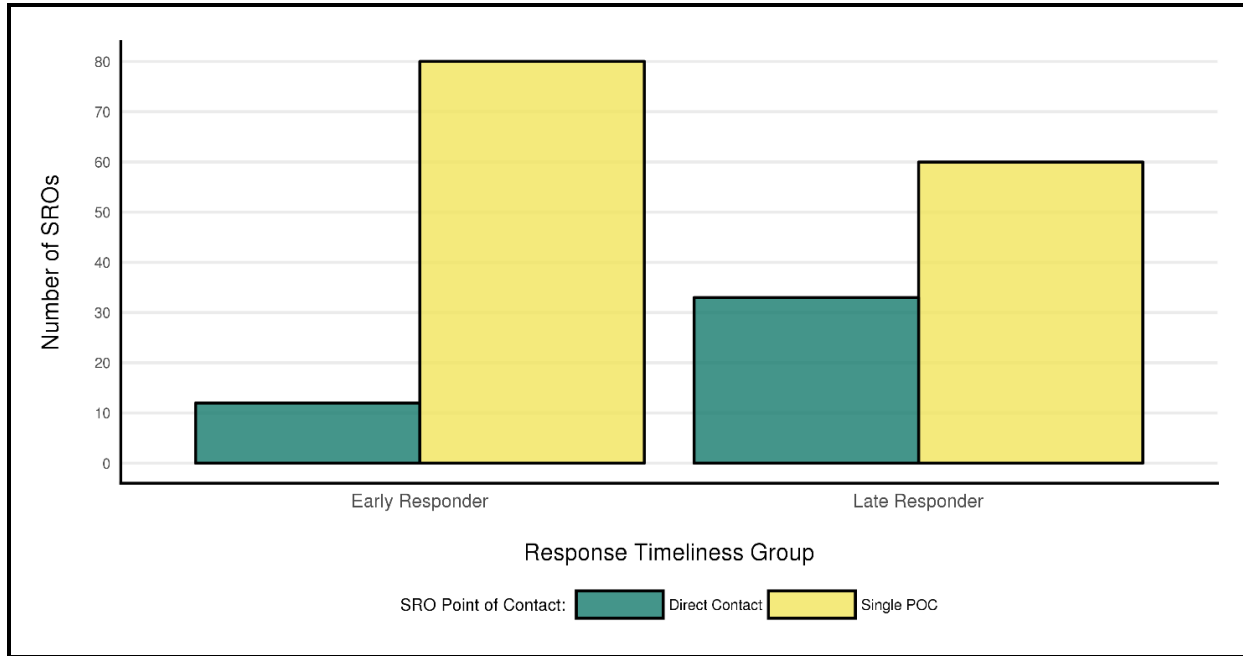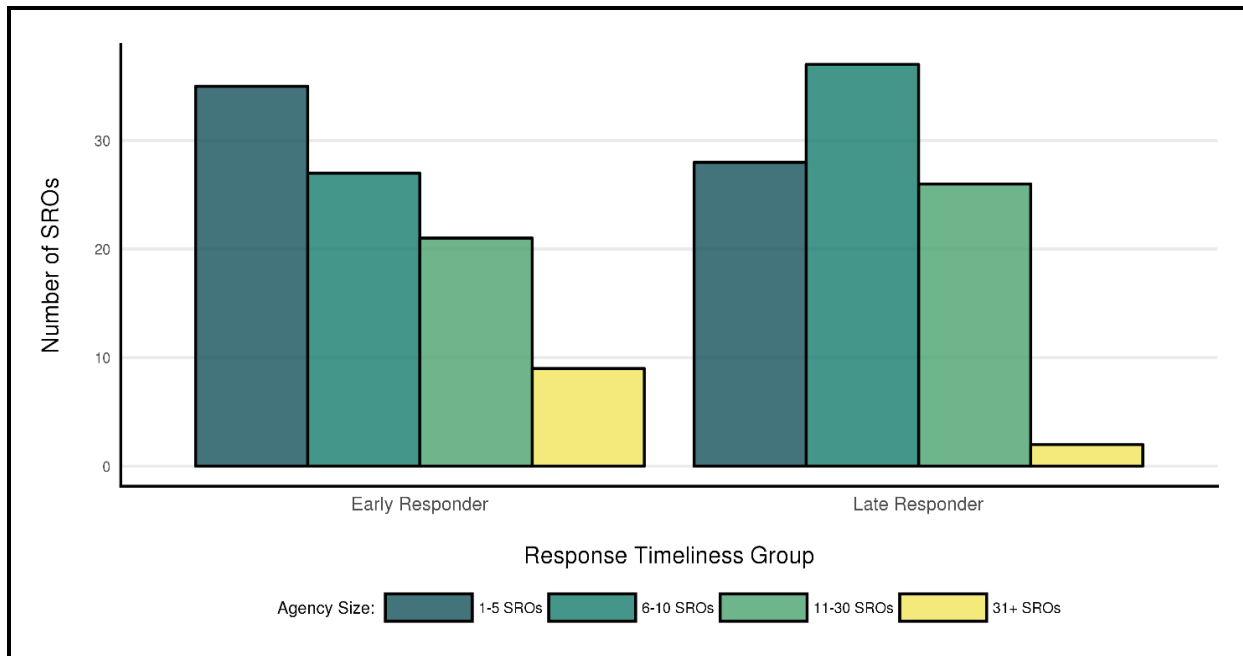**Exhibit 2-8.   POC Type Distributions for Early and Late Response Groups**



**Exhibit 2-9.   Agency Size Distributions for Early and Late Response Groups**



Although there is potential for nonresponse bias in SRO survey variables, there is no indication that this bias could not be mitigated through post-collection weighting. Agency

size and type and especially SRO race are associated with questionnaire responses and may also be related to response propensity. Thankfully, these measures are available either from the LEA frame or SRO rosters and can be included in weight-calibration models used to adjust survey weights for unit nonresponse.

## 2.2.3    Findings from the single POC time tracking study

For 19 of the single POCs, we included a request to track the time they spent facilitating the SRO survey in the initial mailing. We included six agencies in each of three strata (1–5 SROs, 6–10 SROs, 11–30 SROs) and one agency in the larger stratum (31+ SROs). After the completion of the SRO pretest, we contacted these POCs via phone to learn about the time they spent and how they distributed the mailings. We completed interviews with 16 of the 19 POCs. ***Exhibit 2-10*** presents the main findings from the POC time tracking study.

**Exhibit 2-10.  Findings from POC Time Tracking Study**

**1–5 SROs (5 completed interviews)**

- Time to distribute the initial SRO invitation letter
  - 10–15 minutes (passed out to officers)
  - 3 minutes (distributed through mailbox)
  - 1 hour (drove to each school to distribute)
  - 20 minutes (passed out to officers)
  - Minutes (passed out to officers)
- Did not have any situations where the selected person was no longer working at the agency.
- Time to distribute reminder postcard
  - A few minutes (distributed through mailbox)
  - 3 minutes (distributed through mailbox)
  - 1 hour (drove to each school to distribute)
  - 20 minutes (passed out to officers)
  - Minutes (passed out to officers)

- Time to distribute final reminder
  - 1 hour (drove to each school to distribute)
- Time to engage in additional follow-up
  - A few minutes (via text message or e-mail)
  - 30 minutes (via verbal follow-up or e-mail)
- Recommendations for improvement
  - Send questionnaires digitally

**6–10 SROs (4 completed interviews)**

- Time to distribute the initial SRO invitation letter
  - 10 minutes (sent e-mail and distributed through mailbox)
  - 15 minutes (distributed through mailbox)
  - 30 minutes (sent e-mail and distributed through mailbox)
  - A few seconds (distributed through mailbox)
- Did not have any situations where the selected person was no longer working at the agency.
- Time to distribute reminder postcard
  - 10 minutes (distributed through mailbox)
  - 15 minutes (distributed through mailbox)
  - 30 minutes (sent e-mail and distributed through mailbox)
  - Time unknown (distributed through mailbox)

- Time to distribute final reminder
  - 15 minutes (distributed through mailbox)
  - 30 minutes (sent e-mail and distributed through mailbox)
- Time to engage in additional follow-up
  - 15 minutes (via e-mail)
  - Time unknown (via e-mail)
- Recommendations for improvement
  - Save time and money by using e-mail because actual mail may sit around for a while.

**11–30 SROs (6 completed interviews)**

- Time to distribute the initial SRO invitation letter
  - About a minute (distributed in a meeting)
  - 6 hours (hand delivered)
  - 1 hour (distributed through mailbox)
  - 30 minutes (passed out to officers)
  - 2 hours (drove to each school to distribute)
  - 30 minutes (distributed through mailbox)
- Three agencies reported a situation where the selected person was no longer working at the agency and they distributed the mailing to someone else.
- Time to distribute reminder postcard
  - Did not distribute
  - 30 minutes (distributed through mailbox)
  - 30 minutes (distributed through mailbox)
  - 30 minutes (passed out to officers)
  - 2 hours (drove to each school to distribute)
  - 5 minutes (distributed through mailbox)
- Time to distribute final reminder
  - Did not distribute
  - 30 minutes (distributed through mailbox)
  - 2 hours (drove to each school to distribute)
  - 2 minutes (passed out to officer)

- Time to engage in additional follow-up
  - 5 minutes (via e-mail)
  - 5 minutes (via e-mail)
  - 1 hour (via phone, e-mail, and in person)
  - 10 minutes (via meeting)
- Recommendations for improvement
  - Get the e-mail for the SRO to go directly to the SRO
  - Speed up the delivery process by going paperless and sending information to e-mail accounts
  - Liked having one POC to distribute the questionnaires
  - It would be easier if it was done electronically so POC could just send an e-mail. POC delivered them in person because, as the supervisor, POC was only pulling one person (them) away from their position. POC did not have to pull SROs from their assignment. If POC had it electronically, POC could stay in position, too.

**31+ SROs (1 completed interview)**

- Time to distribute the initial SRO invitation letter
  - 4 hours (distributed via e-mail and one-on-one meetings)
- There were two people on medical leave, one of whom ended up completing it upon return. The other individual did not complete it. All other selected SROs filled out the questionnaire, but no one took the place of the missing SRO.

- Time to distribute reminder postcard
  - 1 hour (distributed through Sergeants and follow-up e-mail)
- Time to distribute final reminder
  - 1 hour
- POC did not engage in additional follow-up.
- Recommendations for improvement
  - Provide the POC with more information—who is BJS? What is the objective of the survey?

**21**

### 2.2.4 Experience with paper and Web-based versions of the questionnaire

As seen in **Exhibit 2-11**, the majority of SRO questionnaire submissions (95%) were via Web (n = 350). The remaining SRO questionnaires were submitted via paper (5%, n = 18).

The Web-based version of the questionnaire allows for standard data entry from SROs. The Web-based questionnaire leads the respondent to relevant questions, meaning questions are skipped or shown as appropriate. The paper version of the questionnaire, however, relies on the respondent to decipher the skip patterns and recognize each question requiring a response.

For the SRO pretest, we saw several errors (see **Exhibit 2-12**) with the paper submissions (the SRO questionnaire is presented as **Appendix B**):

**Exhibit 2-11. Distribution of SRO Responses by Mode**
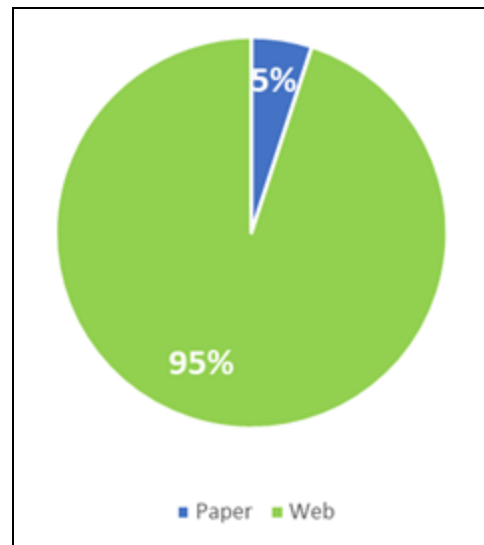


**Exhibit 2-12. SRO Paper Questionnaire Submission Errors**

| Question | Error | No. of Respondents |
|---|---|---|
| 10 | Selected "No" for sub-item f and wrote in, "My school staff has." | 1 |
| 11 | Selected "None of the above" and wrote, "On light duty presently." | 1 |
| 12 | Marked three of the sub-items and "None of the above." | 1 |
| | "Not sure changes everyday." | 1 |
| 14 | Wrote "100%" for sub-item a, "70%" for sub-item b, "50%" for sub-item c, "50%" for sub-item d, and "0" for e. | 1 |
| | Wrote "0" in each sub-item and, "I've been injured for the past 30 days." | 1 |
| 15 | "FL 790.164" for "Other (please specify)" without selecting "Yes" or "No." | 1 |
| 17 and 18 | "No" to Question 17 and responded "Yes" to Question 18. Respondents should skip Question 18 if their response to Question 17 is "No." | 2 |
| 19 | Both "Middle school" and "High school." | 1 |
| 20 | More on this item than 40 hours (e.g., "40+"), so their responses could not be keyed given the validation on the Web (i.e., it only accepts a 2-digit number). | 3 |
| 22 | "24" which was considered out of range by the Web-version. | 1 |

## 2.3 SRO Item-Level Measurements and Quality

### 2.3.1 Item response patterns

Similar to our analyses of measurement issues in the LEA questionnaire, we examined item nonresponse in the SRO questionnaire, specifically focusing on grid questions, straight-lining in grid questions, and errors of commission.

**Question 14** was the only question that yielded relatively high percent missingness across its subparts (B = 9%, C = 15%, and D = 7%). Not surprisingly, subpart e ("Other, please specify") was left blank by 74% of respondents. The item nonresponse rate for the rest of the questions was 2% or less, suggesting nonsystematic missingness.

We also examined the average amount of item missingness for grid questions with five or more subparts and the average standard deviation across respondents. *Exhibit 2-13* shows that none of the grid questions were left blank. **Question 8** had the lowest variability across responses among all respondents, suggesting that response options were highly correlated; thus, certain subparts could be collapsed.

**Exhibit 2-13. Average Percent Item Missingness and Average Standard Deviation by Grid Question in the SRO Survey**

| Grid Question Number | Average Percent Missing, % | Average Standard Deviation Across Respondents |
|:---:|:---:|:---:|
| 8 | 0.0 | 0.20 |
| 9 | 0.0 | 0.33 |
| 10 | 0.0 | 0.34 |
| 15 | 0.0 | 0.39 |

Finally, we examined error of commission for the only question where skip logic was present (**Question 17**) and found no evidence of respondents ignoring the skip instructions.

### 2.3.2 Inconsistencies across items

There were no items in the SRO questionnaire that measured the same concept; however, we examined the extent to which respondents accurately filled out **Question 14**, where responses had to sum up to 100%. For complete Web submissions, 98% of the responses summed up to 100%; in contrast, for mail questionnaires, the rate was only 72%.

# 3. Recommendations for Main Data Collection

## *3.1 LEA Questionnaire Instrument*

### *3.1.1 Drop questions about non-sworn officers*

The section on non-sworn officers was irrelevant for majority of our respondents—86% of those who responded to **Question 19b** entered "0" non-sworn employees. Among all who responded to **Question 19**, 10% left it blank, presumably as it did not apply to them. Dropping the non-sworn section completely, or significantly reducing the number of questions, will help minimize the perceived burden when paper questionnaires are mailed to the agencies.

### *3.1.2 Collect rank on rostering form*

As suggested in the cognitive interviews that informed the pretest version of the questionnaire, the roster asked respondents to provide a linkable identifier (e.g., initials, badge number, name) for each SRO, along with the SRO's race, gender, and e-mail address. During the pretest, we used the linkable identifier to address each mailing. For direct contact, we addressed the mailings to "SRO <<Identifier>>." All SROs in the direct contact group had to have, at a minimum, first initial and last name. We contacted three of the LEA POCs to clarify SRO names before sending these mailings. In full, these mailings were addressed as:

- SRO <<Identifier>>
- Agency Name
- Agency Address

For SROs that received their mailings through a single contact, we addressed their envelopes (which did not need to be USPS-ready, as they were sent within a larger mailer to the POC) using the linkable identifier. This identifier could be a full name, initials, badge number, or any combination thereof. In full, these envelopes were addressed as:

- <<Identifier>>
- C/O LEA POC
- Agency Name

We recommend adding rank for sampled SROs, especially if we were to mail directly to them, so that mailings can be more appropriately addressed.

### *3.1.3 Respond to new state-level legislation to require a SRO in every school (e.g., Florida, Maryland)*

Given recent school shootings and states moving toward legislation that would require the presence of SROs in every school, we recommend adding a few questions to get insight into

whether such mandates exist in the LEA's state, whether the agency is prepared to respond to it, and what types of resources will be required to do so.

### 3.1.4    Reduce the number of response options for Question 13

Our analyses of measurement issues revealed low variability in responses to the subparts of **Question 13**. This suggests that some of the subparts may be collapsed—for example, A, B and C; G and H.

## 3.2    SRO Questionnaire Instrument

### 3.2.1    Add a screening question to ensure the sampled SRO is still serving in an SRO capacity

Given the time lag between receiving the completed roster and drawing the sample, we need to make sure that the selected SRO still serves in such a capacity. During the field test, we discovered that some SROs had either left the LEA or transferred out of the role of SRO. Alternatively, we could add a response option to **Question 3**.

### 3.2.2    Consider adding demographic questions (e.g., race and gender)

The current SRO questionnaire does not collect any demographic information on respondents. We believe it will be useful to be able to match back to the roster demographic data provided by the LEA as an additional verification that we have the correct respondent completing the questionnaire.

### 3.2.3    Reduce the number of response options to Question 8

Our analyses showed low variability in responses to the subparts of **Question 8**, suggesting high correlation among them. We recommend collapsing some of the question subparts—for example, B and C; D and E.

### 3.2.4    Consider removing Question 25

All but one respondent provided their primary school name. We believe the possibility of linking school data from other surveys to the data provided in the SRO questionnaire offers a unique opportunity for further research. The concern that SROs may not stay assigned to the same school long might be alleviated by adding a question in the Primary Assigned School section asking how long they have been working in that school. This would serve as a proxy measure for certainty when we link to supplemental data.

## 3.3    System Recommendations

### 3.3.1    Continuation of the pretest systems and programming environments

After the successful SLEPS pretest data collection of both LEA and SRO surveys, we propose to apply the same systems and design principles for the main study, supplementing

improvements to system configuration. This will enhance existing efficiencies and improve systems integration throughout the study.

For the main study data collection, and as was done for the pretest, RTI developers will program Web instrumentation using Voxco Online, our preferred commercial off-the-shelf survey software. The LEA and SRO questionnaires are self-administered via Web and will be accessible through the existing Law Enforcement Core Statistics (LECS) portal. The Voxco survey system offers a very practical user interface for respondents, plus gives project managers quick access and insight into questionnaire data. Daily data exports of both LEA and SRO questionnaires be available to the analysis team for reporting and analytics. To enhance the nonresponse follow-up activities, updates to the Web site will be made to improve the collection of contact information from questionnaire respondents before launching the questionnaire. This will help improve response rates for breakoffs and respondents unable to complete their questionnaires in the allotted time.

We will continue to use the Nirvana Case Management System, which uses a standardized common database to allow for management of case flow and real-time reporting of case disposition. Nirvana implements various standardized processes to track each case status in all modes of data collection, such as Web and Paper. Enhancements to Nirvana will be made to more tightly integrate questionnaire data coming from Voxco with the other modes of data collection, such as TeleForm, to refine reporting capabilities and improve nonresponse follow-up procedures. In addition, the SLEPS case management system will include functionality to allow more dynamic management of nonresponse cases and any data obtained as a result of those calls.

### 3.3.2 Development of a distinct data entry platform for main study questionnaire entry

For the SLEPS main study data collection, we propose TeleForm, an optical character recognition (OCR) data collection suite. OCR is the electronic conversion of scanned images of handwritten, typewritten, or printed text into machine-encoded text. RTI programmers will use TeleForm Form designer to program the questionnaires, creating scannable forms to be converted into digital data.

This OCR approach increases cost-effectiveness and improves data quality by allowing for data capture through optical scanning, reducing errors associated with manual data entry processes.

As an additional quality assurance measure, all text and constrained print fields will be double-keyed by operators. Any blank choice fields will be checked in case the respondent did not fill in the bubble adequately and TeleForm did not "see" the mark. These steps ensure the best quality data from the scanned forms.

The optical scanning process will also index and archive the scanned instrument images and made available for retrieval by project staff for data quality follow-up, if needed.

All personnel involved in scanning are trained and then observed across the first few forms entered to ensure that the prescribed procedures are followed. Operators will be monitored, with quality being checked daily as forms are scanned. As forms are completed, those flagged with an issue during scanning are resolved and once the scanning and verification processes are complete, final datasets are created and imported into the project's data files.

## 3.4    Sampling Approach

### 3.4.1    LEA

SLEPS presents an interesting sampling challenge in that estimates from both the first-stage (LEAs) and second-stage (SROs) of the sample design are of more or less equal importance. This means that the most common sampling approach for two-stage establishment surveys—probability proportional to size sampling—will not work well for SLEPS. This is because the variability of the sampling weights in such a design is considered only overall (the products of first- and second-stage weights are monitored and controlled, whereas marginal weights can vary significantly).

For SLEPS a careful design process that monitors and controls marginal weighting effects for LEAs along with two-stage weight products for SROs will be essential. Given BJS estimation priorities of producing national estimates by agency size, several stratification and sample allocation options should be considered. Variation in sampling strata will be driven by the number of strata as well as the SRO counts used as cut-points delineating strata. Allocation of agencies to strata will be driven by budgetary constraints while balancing the analytic power at the individual stratum and overall national level.

### 3.4.2    SRO

Although the SLEPS pretest showed that SRO race and gender can be collected on SRO rosters with very low rates of missingness (4.1% and 2.4%, respectively), BJS analytic priorities do not require oversampling for any particular group. The choice of SRO design will likely have a straight-forward focus on overall yield and control of unequal weighting effects for national estimation. That said, having SRO characteristics on collected rosters will allow for robust post-collection nonresponse adjustments for the mitigation of potential nonresponse bias. In the main study sample design analysis, various overall SRO sample sizes and allocations will be analyzed with an eye to their impact on analytic power and project budget.

## 3.5 Timeline/Communication

Based upon the pretest experience, there are 3 primary recommendations concerning the SLEPS main study timeline and data collection.

- As is often the case for pretests, the SLEPS LEA and SRO pretest survey time periods were compressed relative to what may be standard data collection periods of this nature. As has previously been discussed with BJS, we recommend expanding the LEA survey data collection period to at least 3 months and the SRO survey data collection period to at least 4 months.

- An additional modification to consider is minimizing the time period between roster creation and submission and the ensuing SRO sample selection. Doing so may be accomplished by reducing the time between the LEA and SRO surveys. One anticipated benefit to this approach is minimizing the amount of SRO job transitions (e.g., relocation, change of primary assignment) that are observed upon launching the SRO survey.

- As for the timing of the main study data collection, we recommend aligning the launch of the main data collection with the start of the traditional school calendar (i.e., late August or early September). Doing so will help ensure a more accurate representation of the count of SROs among sampled LEAs.

## 3.6 Questionnaire Administration

### 3.6.1 Web-based or paper forms

Because a quarter of LEA questionnaires were submitted via paper, we should keep the paper forms reminder mailing in the protocol for the LEA questionnaire. Even though only 5% of the SRO questionnaires were returned via paper, the SRO reminder mailing that included the paper form increased the overall response rate by 12.7% as respondents were able to see the types of questions asked and estimate burden associated with the questionnaire request. Thus, cost-savings from not including the paper form in that mailing are likely to be surpassed by costs related to nonresponse follow-up.

### 3.6.2 Single POC for SRO survey distribution instructions

During the pretest, 83.4% of SROs that were mailed through a single POC completed the SRO questionnaire, whereas only 62.8% of direct-mail SROs completed the questionnaire. For the main study, we could remove the option for direct mail and distribute all SRO materials through a single POC.[12]

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[12] This decision should consider the benefits and detriments of each approach. If, for example, the LEA *would* choose direct contact if given the choice, does that perhaps mean that SRO nonresponse might be more likely for that agency if the choice is not given? That is, by indicating a preference for direct contact, is the LEA POC telegraphing a lack of willingness to assist with the SRO distribution and

### 3.6.3    One-page FAQ sheet about the SRO survey for the POCs

We should consider preparing the POCs for administering the SRO survey. A one-page FAQ sheet detailing information about the study (e.g., Who is BJS? Who is RTI? What is SLEPS?) would help POCs respond to any questions the SROs may bring to them. We should also make the SLEPS hotline and e-mail address more obvious on SRO and POC communications so that SROs can direct questions directly to the project team instead of burdening the POC.

### 3.6.4    Expectations for burden and distribution method

The burden placed on the POC depends on the number of SROs that are sampled from their LEA. Some POCs reported driving to each school to distribute the materials; others placed all materials in mailboxes. The POC letter said, "Please distribute these envelopes as soon as possible." We could provide additional details about how the POC can distribute (e.g., through mailbox, scheduled meetings).

During the time tracking interviews, many POCs pointed to digital distribution. We should consider changing one of our protocol steps to e-mail contact in place of mailed contact; however, we should still incorporate mailings.

### 3.6.5    Procedures if a sampled officer is no longer with the agency

Additional modifications to the POC letter should include details on how to handle mailings for SROs that are no longer with the agency, no longer serving as an SRO, or out on leave.

- If an SRO is no longer with the agency, the POC should notify the project team and not distribute the mailing. This SRO will be treated as ineligible.
- If an SRO is still with the agency, but no longer serving as an SRO, the POC should notify the project team and not distribute the mailing. This SRO will be treated as ineligible.
- If an SRO is out on leave, the POC should distribute the mailing as soon as the SRO returns. This SRO will be treated as a nonresponder if they do not return during the SRO survey period.

## 3.7    Recommended Timeline for Full Data Collection

Based on the pretest experience, the above timeline recommendations, and consultation with BJS, we recommend the following timeline for implementing the full data collection.

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response process? A second consideration is that nonresponse could increase at the SRO level when/if an LEA's POC later forsakes distributing questionnaires or reminding SROs. Finally, even though the SRO response may increase among centralized POCs, the response could become concentrated among fewer agencies, thus increasing the chance of bias.

**Exhibit 3-1.   Recommended timeline for the full data collection**

| Task Name | Start | Finish |
|---|---|---|
| **OMB Package Development (dates are estimates)** | **2/18/19** | **6/28/19** |
| 60-Day OMB Notice Submission | 2/18/19 | 2/18/19 |
| 60-Day OMB Notice Posts | 2/22/19 | 2/22/19 |
| 30-Day OMB Notice Submission | 4/22/19 | 4/22/19 |
| 30-Day OMB Notice Posts | 4/26/19 | 4/26/19 |
| OMB Review Period | 4/30/19 | 6/28/19 |
| OMB Clearance | 6/28/19 | 6/28/19 |
| LEA Sampling | June 2019 | August 2019 |
| Finalize data collection systems, protocols per OMB approval | June 2019 | August 2019 |
| **SLEPS Main Study Data Collection** | **September 2019** | **June 2020** |
| Agency-level questionnaire and rostering data collection | September 2019 | December 2019 |
| Officer-level sample construction | January 2020 | February 2020 |
| Officer-level questionnaire data collection | March 2020 | June 2020 |
| SLEPS Data Compilation and Analyses | July 2020 | August 2020 |
| SLEPS Analysis and Reporting | September 2020 | December 2020 |

**Appendix A:**
**LEA Questionnaire**

# U.S. Department of Justice
## Bureau of Justice Statistics
### Survey of Law Enforcement Personnel in Schools (SLEPS)
### Law Enforcement Agency (LEA) Survey
### 2017 Pre-test

In correspondence about this survey, please refer to the Agency ID number printed below. (Please correct any error in name and mailing address in the box below. If the information is correct, please check the box in the bottom right hand corner.)

Agency ID:
Password:
      Name:
      Title:
      Agency:

The information is correct ☐

| INFORMATION SUPPLIED BY | |
|---|---|
| Name | Title |
| Telephone | Fax |
| Email | |

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### INSTRUCTIONS

- This survey should be completed by a representative who is most knowledgeable about your agency's employment of and policies regarding law enforcement officers working in schools.

- This survey uses the following terms and definitions:

  o School Resource Officer (SRO): any officer who is primarily assigned to any public K-12 school, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question.

  o SRO program: your agency's employment of officers who are primarily assigned to any public K-12 school, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

- If you have any questions about this survey, visit the SLEPS web site at https://bjslecs.org/sleps2017 or contact Alissa Chambers at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## INFORMED CONSENT

**Description and Purpose of the Survey of Law Enforcement Personnel in Schools (SLEPS):** SLEPS collects data on law enforcement agencies and school resource officers across the United States. Your agency has been selected from a scientific sample of approximately 250 law enforcement agencies across the country.

**Sponsor:** The survey is sponsored by the U.S. Department of Justice's Bureau of Justice Statistics (BJS). RTI International, a not-for-profit research organization, is conducting the study on the behalf of BJS.

**Procedures:** The survey may be completed online, faxed, or mailed back in a prepaid envelope. It is estimated to take about 25 minutes to complete, on average. Additional time may be needed if you are willing to provide an officer roster.

**Financial Considerations:** There is no monetary incentive for completing the survey.

**Voluntary Participation:** Your participation is completely voluntary. You can refuse to answer any and all questions.

**Privacy and Confidentiality:** The Bureau of Justice Statistics (BJS) is authorized to conduct this data collection under 34 U.S.C § 10132. BJS will protect and maintain the confidentiality of your personally identifiable information (PII) to the fullest extent under federal law. BJS, its employees, and its contractors will only use the information you provide for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose your information in identifiable form to anyone outside of the BJS project team without your consent. All PII collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine of up to $10,000 in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data. For more information on how BJS and its contractors will use and protect your information, go to https://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

**Possible Benefits and Risks:** There are no direct benefits to you for participating in the survey. The potential exists for loss of privacy, though our procedures are designed to protect and secure your information.

**Further Questions:** If you have any questions about the survey now or in the future you can contact the RTI Project Director, Duren Banks at 1-800-334-8571, extension 28026.

**Statement of Consent:** I have read the description of this survey provided above and I understand it. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions that I may have will also be answered. I freely and voluntarily agree to participate in SLEPS.

**By completing this survey, I am indicating my agreement to participate in SLEPS.**

## LAW ENFORCEMENT AGENCY CHARACTERISTICS

1.  Which best describes your agency? *Mark only one.*

    ○ Police department, municipal
    ○ Police department, county
    ○ State/highway department
    ○ Sheriff's Office
    ○ Tribal
    ○ Independent School District
    ○ Other (please specify): _____

2.  As of September 30, 2017, how many sworn full-time officers with general arrest powers were employed by your agency? _____

3.  Does your agency employ any officers that are primarily assigned to work in any public K-12 school?

    ○ Yes    *Go to Question 4*
    ○ No     *This completes your response. Please return your survey to RTI.*

## SCHOOL RESOURCE OFFICER PROGRAM CHARACTERISTICS

4.  In what year did your agency start assigning officers to public schools? _____

5.  As of September 30, 2017, what are the funding sources for your SRO program? *Mark all that apply.*

    ☐ Federal grant
    ☐ State/Local grant
    ☐ Law enforcement agency
    ☐ School district
    ☐ Other (please specify): _____

6.  How many of the following public schools, including charter schools, are served by your SRO program?

| Type of public school: | Number |
|---|---|
| a. Elementary schools *(lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8)* | |
| b. Middle schools *(lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9)* | |
| c. High schools *(lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12)* | |
| d. Combined schools (e.g., K-8, K-12) | |

7.  Does your SRO program also serve private schools?

    ○ Yes
    ○ No

8. Do the majority of officers in your SRO program serve on a single permanent assignment (i.e., only serve as an SRO) or rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

   ○ Single permanent assignment
   ○ Rotate to other assignments

## SRO POLICIES AND ASSIGNED RESPONSIBILITIES

9. Does your agency have a departmental policy specifically for your SRO program?

   ○ Yes
   ○ No

10. With how many entities (school districts and/or individual schools) does your agency have an agreement (e.g., memorandum of understanding, contractual or verbal agreement, legislation)? *Enter the number of entities by type of agreement in the table below.*

| | Formal agreement in place | No formal agreement in place | Not applicable (Independent School District Police Department) |
|---|---|---|---|
| School districts | | | ☐ |
| Individual schools | | | |

   ***If your agency does not have a departmental policy specifically for your SRO program (Question 9 was 'No') and does not have any formal agreements in place (you put '0' in Question 10 in the formal agreement column), go to Question 13.***

11. Which of the following best describes the type of agreement in place between your agency and the school/school district served by the majority of your SROs? *Mark only one.*

   ○ Memorandum of understanding (MOU)
   ○ Contractual agreement, such as through a grant or other basis
   ○ Legislation
   ○ Verbal agreement
   ○ Other (please specify): _____

12. Please select whether the following SRO program characteristics are specified in either the formal agreement between your agency and the school/school district served by the majority of your SROs or internal departmental policy:

| SRO program characteristic: | Yes | No |
|---|---|---|
| a. Expectations for SROs when working with students | ○ | ○ |
| b. Expectations regarding citations and arrests by SROs | ○ | ○ |
| c. Expectations regarding collaboration between school officials and SROs | ○ | ○ |
| d. Goals of the SRO program | ○ | ○ |
| e. Number of officers in your SRO program | ○ | ○ |
| f. Primary functions (e.g., law enforcement, teaching, mentoring/counseling) of SROs | ○ | ○ |
| g. Procedures for resolving disagreements between school officials and SROs | ○ | ○ |
| h. Requirement of regular meetings between school officials and SROs | ○ | ○ |
| i. Responsibilities/duties of the school | ○ | ○ |
| j. Role of SROs with school discipline | ○ | ○ |
| k. Schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | ○ | ○ |
| l. Supervision or administrative control of SROs | ○ | ○ |

13. Are SROs required to inform school executive staff about any of the following actions occurring on a school campus?

| Action: | Yes | No |
|---|---|---|
| a. Stop, question, and interview of student/staff in an official law enforcement capacity | ○ | ○ |
| b. Question students during school hours | ○ | ○ |
| c. Question school employees during school hours | ○ | ○ |
| d. Search student | ○ | ○ |
| e. Search premises | ○ | ○ |
| f. Conduct criminal investigation | ○ | ○ |
| g. Arrest of student during school hours | ○ | ○ |
| h. Arrest of school employee during school hours | ○ | ○ |
| i. Use of restraint on student that does not result in arrest | ○ | ○ |

## SRO RECRUITMENT, TRAINING, AND SUPERVISION

14. Do schools participate in the selection process when your agency recruits and hires SROs?

○ Yes
○ No    *Go to Question 16*

15. How does the school participate? *Mark all that apply.*

☐ By providing feedback on SROs after placement to help determine a "good fit"
☐ By reviewing SRO candidates prior to selection
☐ Through active recruitment of officers
☐ Through participation in requirements/selection criteria
☐ Other (please specify): _____

16. How does your agency select officers for the SRO program? *Mark all that apply.*

☐ As a result of input and/or recommendations by school(s)/school district
☐ By nomination of officers from within the department
☐ Through an application process external to the department (i.e. officers are hired specifically to be SROs)
☐ Through an application process from within the department
☐ Through assignment as part of regular duty schedule
☐ Other (please specify): _____

17. How often do supervisors visit schools to observe SROs?

○ At least once a week
○ Several times a month
○ Once a month
○ Several times a year
○ Once a year
○ Never
○ Other (please specify): _____

18. Does your agency have access to data (e.g., number or type of incident) on any of the following measures related to SRO activities in the schools they serve?

| Activity: | Yes | No |
|---|:---:|:---:|
| a. Arrests made by SRO | ○ | ○ |
| b. Citations issued by SRO | ○ | ○ |
| c. Classes/programs taught by SRO | ○ | ○ |
| d. Mentoring activities performed by SRO | ○ | ○ |
| e. Mentoring of faculty/staff performed by SRO | ○ | ○ |
| f. Mentoring of parents/community performed by SRO | ○ | ○ |
| g. Property crimes reported at school | ○ | ○ |
| h. Reports of violence at school | ○ | ○ |
| i. Substance violations recorded at school (e.g., possession, use, buying/selling) | ○ | ○ |
| j. Suspensions recorded at school | ○ | ○ |
| k. Use of force incidents | ○ | ○ |

19. As of September 30, 2017, how many of the following personnel are primarily assigned to any public K-12 schools?

| Type of personnel: | Number |
|---|---|
| a.   Sworn officers | |
| b.   Nonsworn employees | |
| c.   **Total** | |

*If your agency does not employ sworn officers who are primarily assigned to schools, but does employ nonsworn employees who are primarily assigned to schools, please complete the Nonsworn SROs section (Questions 30 – 39).*

**SWORN SROs**
**PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE SWORN OFFICERS WHO SERVE YOUR SRO PROGRAM.**

20. Provide the number of sworn SROs in your agency by race/Hispanic origin and sex.

| Race/Hispanic origin: | Male | Female | Total |
|---|---|---|---|
| a.   White, non-Hispanic | | | |
| b.   Black or African American, non-Hispanic | | | |
| c.   Hispanic or Latino | | | |
| d.   American Indian or Alaska Native, non-Hispanic | | | |
| e.   Asian, non-Hispanic | | | |
| f.   Native Hawaiian or Other Pacific Islander, non-Hispanic | | | |
| g.   Two or more races | | | |
| h.   Race/Hispanic origin not known | | | |
| TOTAL (SUM OF A-H) | | | |

21. Do the **sworn officers** who are primarily assigned to public K-12 schools…

| Characteristic: | All | Some | None |
|---|---|---|---|
| a.   have arrest powers? | ○ | ○ | ○ |
| b.   receive specialized SRO training? | ○ | ○ | ○ |

*If none of your agency's sworn officers who are primarily assigned to schools receive specialized SRO training, go to Question 23.*

22. Do any of the following entities provide SRO-specific training to **sworn** officers in your agency?

| Entity: | Yes | No |
|---|:---:|:---:|
| a. Our agency itself (e.g., academy or in-service) | O | O |
| b. School district | O | O |
| c. State organization | O | O |
| d. National organization (e.g., NASRO) | O | O |
| e. Other (please specify): _____ | O | O |

## TRAINING TOPICS OFFERED TO SWORN SROs

23. Which of the following **law enforcement** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Law enforcement activity/topic: | Yes | No |
|---|:---:|:---:|
| a. De-escalation strategies and techniques | O | O |
| b. Gangs | O | O |
| c. Procedures for handling juvenile offenders | O | O |
| d. Responding to calls for service on the school campus | O | O |
| e. Responding to incidents in the classroom | O | O |
| f. Social media monitoring | O | O |
| g. Use of deadly force | O | O |
| h. Use of less lethal force | O | O |

24. Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Prevention and planning topic/activity: | Yes | No |
|---|:---:|:---:|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | O | O |
| b. Bullying deterrence | O | O |
| c. Crisis preparedness planning | O | O |
| d. Security audits/assessments of school campuses | O | O |
| e. Substance abuse recognition | O | O |
| f. Truancy intervention | O | O |

25. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Social and behavioral topic: | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ○ | ○ |
| b. Conflict resolution | ○ | ○ |
| c. Cultural sensitivity and/or cultural competency | ○ | ○ |
| d. Mental health issues | ○ | ○ |
| e. Mentoring staff, students, and/or families | ○ | ○ |
| f. Positive school discipline (e.g., PBIS) | ○ | ○ |
| g. Working with students with disabilities | ○ | ○ |

## ACTIVITIES PERFORMED BY SWORN SROs

26. Please indicate whether each law enforcement activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|---|---|
| a. Crisis preparedness planning | ○ | ○ |
| b. Issuing criminal citations | ○ | ○ |
| c. Making arrests | ○ | ○ |
| d. Patrolling school facilities | ○ | ○ |
| e. Responding to calls for service on the school campus | ○ | ○ |
| f. Responding to incidents in the classroom | ○ | ○ |
| g. Security audits/assessments of school campuses | ○ | ○ |
| h. Social media monitoring | ○ | ○ |

27. Please indicate whether each mentoring activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|---|---|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ○ | ○ |
| b. Coaching athletic programs | ○ | ○ |
| c. Field trip chaperone | ○ | ○ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ○ | ○ |
| e. Truancy intervention | ○ | ○ |

28. Please indicate whether each teaching activity is required of any of your agency's **sworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | O | O |
| b. Conflict resolution | O | O |
| c. Faculty/staff in-service presentations | O | O |
| d. Parent organization presentations | O | O |

29. Which of the following equipment are issued to **sworn SROs** by your agency and which are allowed while on the school campus? *Mark only one per row.*

| Item: | Issued by agency | | Not issued by agency | |
|---|---|---|---|---|
| | Allowed on campus | Not allowed | Allowed on campus | Not allowed |
| a. Uniform | O | O | O | O |
| b. Firearm | O | O | O | O |
| c. Baton/nightstick | O | O | O | O |
| d. Body-worn camera | O | O | O | O |
| e. Conducted energy device (e.g., Taser) | O | O | O | O |
| f. Handheld metal detector wand | O | O | O | O |
| g. Hobble restraints | O | O | O | O |
| h. OC Spray/foam | O | O | O | O |
| i. Other (please specify): _____ | O | O | O | O |

***If your agency does not employ any nonsworn employees who are primarily assigned to schools (Question 19b was '0'), go to Question 40.***

30. Provide the number of nonsworn SROs in your agency by race/Hispanic origin and sex.

| Race/Hispanic origin: | Male | Female | Total |
|---|---|---|---|
| a.   White, non-Hispanic | | | |
| b.   Black or African American, non-Hispanic | | | |
| c.   Hispanic or Latino | | | |
| d.   American Indian or Alaska Native, non-Hispanic | | | |
| e.   Asian, non-Hispanic | | | |
| f.   Native Hawaiian or Other Pacific Islander, non-Hispanic | | | |
| g.   Two or more races | | | |
| h.   Race/Hispanic origin not known | | | |
| **TOTAL (SUM OF A-H)** | | | |

31. Do the **nonsworn employees** who are primarily assigned to public K-12 schools…

| Characteristic: | All | Some | None |
|---|---|---|---|
| a.   wear a uniform while working in schools? | O | O | O |
| b.   receive specialized SRO training? | O | O | O |

*If none of your agency's nonsworn employees who are primarily assigned to schools receive specialized SRO training, go to Question 33.*

32. Do any of the following entities provide SRO-specific training to **nonsworn employees** in your agency?

| Entity: | Yes | No |
|---|---|---|
| a.   Our agency itself (e.g., academy or in-service) | O | O |
| b.   School district | O | O |
| c.   State organization | O | O |
| d.   National organization (e.g., NASRO) | O | O |
| e.   Other (please specify): _____ | O | O |

33. Which of the following **law enforcement** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Law enforcement activity/topic: | Yes | No |
|---|---|---|
| a. Conducting law enforcement activities in schools | O | O |
| b. De-escalation strategies and techniques | O | O |
| c. Gangs | O | O |
| d. Procedures for handling juvenile offenders | O | O |
| e. Responding to calls for service on the school campus | O | O |
| f. Responding to incidents in the classroom | O | O |
| g. Social media monitoring | O | O |
| h. Use of less lethal force | O | O |

34. Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Prevention and planning topic/activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | O | O |
| b. Bullying deterrence | O | O |
| c. Crisis preparedness planning | O | O |
| d. Security audits/assessments of school campuses | O | O |
| e. Substance abuse recognition | O | O |
| f. Truancy intervention | O | O |

35. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Social and behavioral topic: | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | O | O |
| b. Conflict resolution | O | O |
| c. Cultural sensitivity and/or cultural competency | O | O |
| d. Mental health issues | O | O |
| e. Mentoring staff, students, and/or families | O | O |
| f. Positive school discipline (e.g., PBIS) | O | O |
| g. Working with students with disabilities | O | O |

36. Please indicate whether each law enforcement activity is required of any of your agency's **nonsworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|---|---|
| a. Crisis preparedness planning | O | O |
| b. Issuing citations | O | O |
| c. Patrolling school facilities | O | O |
| d. Responding to calls for service on the school campus | O | O |
| e. Responding to incidents in the classroom | O | O |
| f. Security audits/assessments of school campuses | O | O |
| g. Social media monitoring | O | O |

37. Please indicate whether each mentoring activity is required of any of your agency's **nonsworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|---|---|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | O | O |
| b. Coaching athletic programs | O | O |
| c. Field trip chaperone | O | O |
| d. Supervising/coordinating non-athletic extra-curricular activities | O | O |
| e. Truancy intervention | O | O |

38. Please indicate whether each teaching activity is required of any of your agency's **nonsworn SROs** while on duty. *Only mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | O | O |
| b. Conflict resolution | O | O |
| c. Faculty/staff in-service presentations | O | O |
| d. Parent organization presentations | O | O |

39. Which of the following equipment are issued to **nonsworn SROs** by your agency and which are allowed while on the school campus? *Mark only one per row.*

| Item: | Issued by agency | | Not issued by agency | |
|---|---|---|---|---|
| | **Allowed on campus** | **Not allowed** | **Allowed on campus** | **Not allowed** |
| a. Baton/nightstick | O | O | O | O |
| b. Body-worn camera | O | O | O | O |
| c. Conducted energy device (e.g., Taser) | O | O | O | O |
| d. Handheld metal detector wand | O | O | O | O |
| e. Hobble restraints | O | O | O | O |
| f. OC Spray/foam | O | O | O | O |
| g. Other (please specify): _____ | O | O | O | O |

*If your agency ONLY has nonsworn employees primarily assigned to schools, this completes your response. Please return your survey to RTI.*

40. In addition to this survey, we provided you with a form to list all of the **sworn** officers from your jurisdiction who are primarily assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

A copy of the survey that will be sent to selected SROs is available for your review at https://bjslecs.org/SRO-Preview.pdf.

Are you willing to provide this information?

☐ Yes    *Go to Question 41 and please complete the Officer Roster Form.*
☐ No    *Please indicate why you are not willing to provide this information and return your survey to RTI:*

_____

_____

41. For purposes of administering the officer survey, would your agency prefer to have a single point of contact to distribute the officer survey or have our team directly contact the officers?

☐ Single point of contact. Please provide contact information:

Name: _____

Title: _____

Address: _____

_____

Phone: (_____)_____-_____

Email: _____

☐ Contact officers directly *(Note: this can only be done when officer name and email address are included on the roster. The person who completed this survey and provided their information on page 1 will be listed on the officers' survey materials to verify that the agency authorized their participation.)*

**END**

# Thank You!

Thank you for participating in this survey. If you have any questions about this survey, please contact Alissa Chambers at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

**Appendix B:**
**SRO Questionnaire**

## U.S. Department of Justice
## Bureau of Justice Statistics
## **Survey of Law Enforcement Personnel in Schools (SLEPS)**
## **School Resource Officer (SRO) Survey**
## **2017 Pre-test**

In correspondence about this survey, please refer to the SRO ID number printed below.

SRO ID:
Password:
Agency:

## INSTRUCTIONS

- This survey should be completed by the selected sworn law enforcement officer with general arrest powers who is primarily assigned to any public K–12 school. For the purposes of this survey, we will refer to the officer as an SRO.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

- If you have any questions about this survey, visit the SLEPS web site at https://bjslecs.org/sleps2017 or contact Alissa Chambers at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

## BURDEN STATEMENT

**Description and Purpose of the Survey of Law Enforcement Personnel in Schools (SLEPS):** SLEPS collects data on law enforcement agencies and school resource officers across the United States. You have been selected from a scientific sample of approximately 460 School Resource Officers from across the country.

**Sponsor:** The survey is sponsored by the U.S. Department of Justice's Bureau of Justice Statistics (BJS). RTI International, a not-for-profit research organization, is conducting the study on the behalf of BJS.

**Procedures:** The survey may be completed online, faxed, or mailed back in a prepaid envelope. It is estimated to take about 30 minutes to complete, on average.

**Financial Considerations:** There is no monetary incentive for completing the survey.

**Voluntary Participation:** Your participation is completely voluntary. You can refuse to answer any and all questions.

**Privacy and Confidentiality:** The Bureau of Justice Statistics (BJS) is authorized to conduct this data collection under 34 U.S.C § 10132. BJS will protect and maintain the confidentiality of your personally identifiable information (PII) to the fullest extent under federal law. BJS, its employees, and its contractors will only use the information you provide for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose your information in identifiable form to anyone outside of the BJS project team without your consent. All PII collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine of up to $10,000 in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data. For more information on how BJS and its contractors will use and protect your information, go to https://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

**Possible Benefits and Risks:** There are no direct benefits to you for participating in the survey. The potential exists for loss of privacy, though our procedures are designed to protect and secure your information.

**Further Questions:** If you have any questions about the survey now or in the future you can contact the RTI Project Director, Duren Banks at 1-800-334-8571, extension 28026.

**Statement of Consent:** I have read the description of this survey provided above and I understand it. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions that I may have will also be answered. I freely and voluntarily agree to participate in SLEPS.

**By completing this survey, I am indicating my agreement to participate in SLEPS.**

## SRO CHARACTERISTICS

1. Approximately how many years have you served as a sworn law enforcement officer? *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

2. Approximately how many years have you worked as an SRO **in your career**? Please count the total number of years you've worked as an SRO even if you held other positions at times. *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

3. Approximately how many years have you worked as an SRO **at your current assignment**? *Mark only one.*

   ○ Less than 1 year
   ○ 1–2 years
   ○ 3–5 years
   ○ 6–10 years
   ○ More than 10 years

4. Is your assignment as an SRO a single permanent assignment (i.e., you only serve as an SRO) or do you rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

   ○ Single permanent assignment
   ○ Rotate to other assignments

5. Are you currently certified by a national or state SRO association? *Mark all that apply.*

   ☐ Yes – national association (i.e. NASRO)
   ☐ Yes – state association
   ☐ No

6. For what part of the year are you currently assigned as an SRO? *Mark only one.*

   ○ During part of the school year
   ○ During the full traditional school year
   ○ Year-round

7. To how many schools are you currently assigned as an SRO? *Please do not include schools where you might be called in to help, but are not part of your official assignment.*

- O One
- O Two
- O Three
- O Four
- O Five or more

**SRO TRAINING**

*The next set of questions is about your training on law enforcement, prevention and planning, and social and behavioral topics.*

8. At any point during your career, have you received any training on any of the following **law enforcement** topics?

| Law enforcement activity/topic: | Yes | No |
|---|---|---|
| a. De-escalation strategies and techniques | O | O |
| b. Gangs | O | O |
| c. Procedures for handling juvenile offenders | O | O |
| d. Responding to calls for service on the school campus | O | O |
| e. Responding to incidents in the classroom | O | O |
| f. Social media monitoring | O | O |
| g. Use of deadly force | O | O |
| h. Use of less lethal force | O | O |

9. At any point during your career, have you received any training on any of the following **prevention and planning** topics?

| Prevention and planning topic/activity: | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | O | O |
| b. Bullying deterrence | O | O |
| c. Crisis preparedness planning | O | O |
| d. Security audits/assessments of school campuses | O | O |
| e. Substance abuse recognition | O | O |
| f. Truancy intervention | O | O |

10. At any point during your career, have you received any training on any of the following **social and behavioral** topics?

| Social and behavioral topic: | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ○ | ○ |
| b. Conflict resolution | ○ | ○ |
| c. Cultural sensitivity and/or cultural competency | ○ | ○ |
| d. Mental health issues | ○ | ○ |
| e. Mentoring staff, students, and/or families | ○ | ○ |
| f. Positive school discipline (e.g., PBIS) | ○ | ○ |
| g. Students with disabilities | ○ | ○ |

## SRO ACTIVITIES

*The next set of questions is about activities you performed in the <u>past 30 days</u> as part of your SRO duties. We are interested in law enforcement, mentoring, and teaching activities.*

11. As part of your SRO duties, which of the following **law enforcement activities** did you perform on or around school grounds in the <u>past 30 days</u>? *Mark all that apply or mark "None of the above."*

☐ Conducted searches
☐ Confiscated drugs
☐ Confiscated weapons
☐ Crisis preparedness planning
☐ Issued criminal citations
☐ Made arrests
☐ Patrolled school facilities
☐ Responded to calls for service on the school campus
☐ Responded to incidents in the classroom
☐ Security audits/assessments of school campuses
☐ Social media monitoring
☐ Other (please specify): _____
☐ None of the above

12. As part of your SRO duties, which of the following **mentoring activities** did you perform on or around school grounds in the <u>past 30 days</u>? *Mark all that apply or mark "None of the above."*

☐ Advised school staff, students, or families (one-on-one, in a group, etc.)
☐ Coached athletic programs
☐ Field trip chaperone
☐ Supervised/coordinated non-athletic extracurricular activities
☐ Truancy intervention
☐ Other (please specify): _____
☐ None of the above

13. As part of your SRO duties, which of the following **teaching activities** did you perform on or around school grounds in the past 30 days? *Mark all that apply or mark "None of the above."*

- ☐ Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving)
- ☐ Conflict resolution
- ☐ Faculty/staff in-service presentations
- ☐ Parent organization presentations
- ☐ Other (please specify): _____
- ☐ None of the above

14. Approximately what percentage of your duty time was spent on the following in-school activities over the past 30 days? *If you do not perform an activity, enter "0". The total of all activities should be 100%.*

| Activity: | Percentage (out of 100) |
|---|---|
| a. Conducting law enforcement activities | |
| b. Conducting mentoring activities with students/staff/families | |
| c. Conducting teaching activities | |
| d. Administrative functions/paperwork related to the above activities | |
| e. Other (please specify): _____ | |
| **Total** | **100%** |

15. During the past 12 months, have you arrested any student(s) for the following offenses?

| Offense: | Yes | No |
|---|---|---|
| a. Assault on school staff/faculty/security/SROs | ○ | ○ |
| b. Disorderly conduct | ○ | ○ |
| c. Drug distribution | ○ | ○ |
| d. Drug possession | ○ | ○ |
| e. Electronic/social media crimes (e.g., cyberbullying, sexting) | ○ | ○ |
| f. Failure to obey a police officer | ○ | ○ |
| g. Fighting | ○ | ○ |
| h. Theft | ○ | ○ |
| i. Threats against faculty | ○ | ○ |
| j. Threats against school facility | ○ | ○ |
| k. Threats against students | ○ | ○ |
| l. Weapon possession | ○ | ○ |
| m. Weapon use | ○ | ○ |
| n. Other (please specify): _____ | ○ | ○ |

16. If you are in a situation where you arrest a student, what role does the school administration play in your arrest decision? *Mark only one.*

   ○ No impact, as arrest determination is made solely by myself or other sworn personnel
   ○ Memorandum of understanding or other agreement specifies situations where the school can have influence over my arrest decisions
   ○ School administration reviews all arrest-eligible incidents and can provide input regarding my arrest decision
   ○ SROs do not have arrest powers in my assigned school
   ○ Other (please specify):_____

17. Do you speak any language other than English?

   ○ Yes (Please specify):_____
   ○ No   *Go to Question 19*

18. Is this other language useful when interacting with students in the school to which you are assigned?

   ○ Yes
   ○ No

## PRIMARILY ASSIGNED SCHOOL CHARACTERISTICS

*The next set of questions focuses on the school to which you are primarily assigned. If you are assigned to more than one school, please answer based on the school where you spend most of your time. If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.*

19. Which type of school do you primarily serve in your current assignment as an SRO? *Mark only one.*

   ○ Elementary school (lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8)
   ○ Middle school (lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9)
   ○ High school (lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12)
   ○ Combined school (e.g., K–8, K–12)

20. On average, how many hours per week do you work at this school? _____

21. Are there known gangs at your primarily assigned school?

   ○ Yes
   ○ No
   ○ Don't know

22. Not counting yourself, how many SROs share your shift at your primarily assigned school?

   _____

23. Other than SROs, what security measures are in place at your primarily assigned school? *Mark all that apply or mark "None of the above."*

- [ ] Closed campus (students not allowed to leave during school hours without permission)
- [ ] Controlled access to school buildings during school hours (e.g., locked or monitored doors)
- [ ] Controlled access to school grounds (e.g., locked or monitored gates)
- [ ] Metal detectors
- [ ] Random sweeps for contraband (e.g., drugs, weapons), including dog sniffs
- [ ] School-issued student IDs
- [ ] School security guards, nonsworn
- [ ] Security camera(s) to monitor school buildings and/or grounds
- [ ] Structured anonymous threat reporting system (e.g., online submission, text messaging, telephone hotline)
- [ ] Student dress code/uniform
- [ ] Other means of restricting access (please specify): _____
- [ ] Other measures not listed (please specify): _____
- [ ] None of the above

24. *Restorative practices are intended to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships. Positive Behavioral Interventions and Supports (PBIS) is a school-wide intervention that teaches school staff to recognize, monitor, and reward appropriate student behaviors and to provide consistent sanctions for rule violations.*

    Are you involved in the process of engaging students in restorative practices and/or PBIS at your primarily assigned school?

    - ○ Yes
    - ○ No
    - ○ Don't know/not familiar with these practices

25. We would like to obtain information about the school you primarily work in by linking to data that has been collected about that school in other surveys. In order to access information about the school, we will need to know the name of the school. We will only use the name of the school to access information collected from other surveys about the characteristics of that particular school (i.e. the size and composition of the student population) and will not release your data to any agency or individual who is not directly involved with our research. The Bureau of Justice Statistics (BJS) will use this information for research purposes only. What is the name and location of the school in which you primarily work?

    School Name _____

    City_____ State_____

**END**

# Thank You!

Thank you for participating in this survey. If you have any questions about this survey, please contact Alissa Chambers at RTI by telephone at (866) 309-4564 or by email at sleps@rti.org.

**U.S. Department of Justice**

**Office of Justice Programs**

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

I am pleased to announce that the Bureau of Justice Statistics (BJS) has begun preparations for the 2019 Survey of Law Enforcement Personnel in Schools (SLEPS). SLEPS is a new data collection effort regarding the role and presence of law enforcement officers in schools. While many law enforcement personnel across the nation work closely with schools to ensure that each is a safe place for learning, and free from threats of crime and violence, little is known about the scope and duties of the law enforcement personnel who actually work in the schools.

In the next few weeks, BJS will invite <<AGENCY_NAME>> to participate in the 2019 SLEPS; specifically, your agency will be asked to complete an online survey focusing on the policies, responsibilities, recruitment, and training as they pertain to your officers working in K-12 public schools. Your agency will also be asked to provide a roster of your officers working in schools, which will then be used to select officers to receive an invitation to complete an officer-level questionnaire. Officers will be asked about their length of law enforcement experience, training, and activities conducted while working in schools.

I appreciate that you receive a number of data requests throughout the year and I thank you for your support for SLEPS. If you have questions about SLEPS, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact the Bureau of Justice Statistics Program Manager Elizabeth Davis at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Sincerely,


Jeffrey H. Anderson, Director
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

The U.S. Department of Justice's Bureau of Justice Statistics (BJS) is working with RTI International (RTI), a not-for-profit research organization, on an effort regarding the role and presence of law enforcement officers in schools. While many law enforcement personnel across the nation work closely with schools to ensure that each is a safe place for learning, and free from threats of crime and violence, little is known about the scope and duties of the law enforcement personnel who actually work in the schools.

Your law enforcement agency has been selected to participate in the Survey of Law Enforcement Personnel in Schools (SLEPS). Ultimately, the results of SLEPS will generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. There are two phases to the SLEPS. The first phase is an agency-level questionnaire, which we are contacting you about now, and includes a request for you to provide a roster of your officers working in schools. The roster will be used to select officers for the second phase, which is an officer-level questionnaire.

This effort has also garnered the support of the Police Executive Research Forum (PERF; see letter of support). You may participate in the first phase of the data collection in **one** of two ways:

1. Complete the **questionnaire online** at https://bjslecs.org/sleps2019 using the following credentials:

   USERNAME: «Username»    PASSWORD: «Password»

2. Complete a **paper version of the questionnaire**, which can be requested using the RTI contact information below.

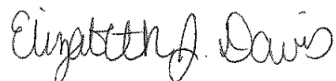**Please complete this questionnaire by Month XX, 20XX.**

Your participation in both phases is critical to SLEPS and will represent many other agencies like yours. Once we complete the first phase, we will contact you regarding the second phase. You may preview the officer level questionnaire used in the second phase here: https://bjslecs.org/sleps2019/SRO-Preview.pdf. If you have questions about SLEPS, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at

sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

BJS is authorized to conduct this data collection under 34 U.S.C § 10132. BJS and its data collection agents will only use the information you provide for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose your information in identifiable form to anyone outside of the BJS project team without your consent. All personally identifiable information (PII) collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine of up to $10,000 in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data. For more information on how BJS and its data collection agents will use and protect your information, go to https://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Enclosure: PERF Letter of Support

POLICE EXECUTIVE
RESEARCH FORUM

Dear «CONTACT_TITLE» «CONTACT_NAME»,

I am writing in support of the Survey of Law Enforcement Personnel in Schools (SLEPS), funded by the U.S. Department of Justice's Bureau of Justice Statistics (BJS). The Police Executive Research Forum (PERF) is excited to work with BJS and RTI International (RTI) in this important effort to develop national estimates regarding school safety programs and the activities of school-based officers.

The SLEPS effort your agency was invited to participate in is important in generating nationally-representative statistics related to law enforcement personnel in schools. PERF fully supports BJS and RTI's work in this area, because this type of national data collection has not been conducted for almost a decade.

After results from SLEPS are analyzed, findings can be used to develop federal funding strategies and other strategies to ensure that officers in schools are deployed and serve in a manner that promotes school safety, prevents violence and other problem behaviors, supports healthy behaviors among students, and ensures effective response when violence occurs.

Our team thanks you in advance for participation in SLEPS. If you have any questions about this project, please feel free to contact Dr. Sean Goodison at PERF (sgoodison@policeforum.org) or Dr. Duren Banks at RTI (durenbanks@rti.org).

Sincerely,

Chuck Wexler
Executive Director
Police Executive Research Forum

■WE PROVIDE PROGRESS IN POLICING

1120 Connecticut Avenue, NW   Suite 930   Washington, DC  20036
Tel: 202.466.7820   Fax:  202.466.7826   TTY:  202.466.2670   www.PoliceForum.org

**U.S. Department of Justice**

**Office of Justice Programs**

*Bureau of Justice Statistics*

_____

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the Survey of Law Enforcement Personnel in Schools (SLEPS). The questionnaire due date is Month XX, 20XX and we hope you will be able to respond by then. If you have already completed the questionnaire, please accept my sincere thank you.

If you have not completed your questionnaire, please do so as soon as possible. BJS is conducting SLEPS to generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. Your participation is critical to SLEPS and will represent many other agencies like yours.

**Please complete the questionnaire online at https://bjslecs.org/sleps2019 using the following credentials:**

USERNAME: «Username»    PASSWORD: «Password»

If you would prefer to complete the questionnaire on paper, you may download and print a paper version on the SLEPS website. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Attachment 14: LEA 2nd reminder (postcard)

Dear Chief [NAME],

Two weeks ago, a survey was mailed to you because your agency was selected to participate in a study about the role of law enforcement personnel in schools.

Our records show that your agency has **not** submitted the Survey of Law Enforcement Personnel in Schools (SLEPS) questionnaire as of <<print/mail date>>. If you have already submitted the survey, thank you very much. If not, please submit your agency survey by **Month XX, 20XX**.

The survey takes about 30 minutes to complete and is important because your agency represents others like it nationwide.

Please note that you can also complete the survey online by visiting https://bjslecs.org/sleps2019 and using your secure login:

USERNAME: «Username»      PASSWORD: «Password»

Thank you for your help with this important research. If you have any questions or would like a copy of the survey sent to you, please contact Dustin Williams, by phone at (866) 309-4564, or e-mail at sleps@rti.org.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

To: «LEA POC Email»

Subject: Survey of Law Enforcement Personnel in Schools (SLEPS)

Body of Email:

Dear «TITLE» «NAME»:

Over the past 2 months, materials related to the Survey of Law Enforcement Personnel in Schools (SLEPS) were sent to you by mail. This email message is to request confirmation that we have successfully reached you and encourage you to complete the survey.

The due date is [due date]. I understand that you receive a number of survey requests and I genuinely appreciate your attention to this request.

The information contained in the mailed materials is provided below. Thank you for your help with this important research.

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

------------------------------------------------------------------------------------------------------------

Dear «CONTACT_TITLE» «CONTACT_NAME»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the Survey of Law Enforcement Personnel in Schools (SLEPS). The questionnaire due date is Month XX, 20XX and we hope you will be able to respond by then. If you have already completed the questionnaire, please accept my sincere thank you.

If you have not completed your questionnaire, please complete it as soon as possible.  BJS is conducting SLEPS to generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. Your participation is critical to SLEPS and will represent many other agencies like yours.

> **Please complete the questionnaire online at https://bjslecs.org/sleps2019 using the following credentials:**
>
> USERNAME: «Username»   PASSWORD: «Password»

If you would prefer to complete the questionnaire on paper, you may download and print a paper version on the SLEPS website. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

Washington, DC 20531

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

I am writing to encourage you to submit data for your agency for the Survey of Law Enforcement Personnel in Schools (SLEPS). Our records show that as of Month XX, 20XX, your agency has not submitted a questionnaire. BJS is conducting SLEPS to generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. Your participation is important to these efforts.

You may participate in SLEPS in **one** of two ways:

1. Complete the **questionnaire online** at https://bjslecs.org/sleps2019 using the following credentials:

   USERNAME: «Username»   PASSWORD: «Password»

2. Complete the **paper questionnaire** included in this packet and return it using the enclosed prepaid envelope.

Your participation is critical to SLEPS and will represent many other agencies like yours. We look forward to receiving your response by Month X, 20XX. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Enclosures: SLEPS LEA Questionnaire, SRO Rostering Form, Prepaid Envelope

# Nonresponse Telephone Prompting

## Basic script

*Hello. My name is <mark>[First name Last name]</mark> and I am calling on behalf of the Bureau of Justice Statistics regarding the Survey of Law Enforcement Personnel in Schools. May I speak to <mark>[Agency Head]</mark>?*

*About a month and a half ago, we sent you a mailing introducing the the Survey of Law Enforcement Personnel in Schools.*

## Potential scripts, depending on situation

[Generic message] *The survey was due on <mark>[date]</mark> and we haven't received your questionnaire yet. I'm calling to see if you will be able to provide the necessary questionnaire data for your agency and if there is anything I can do to assist you in submitting your questionnaire.*

## Outcomes of phone call

Depending on the Agency Head's response, you may do one of the following:

- Address concerns
- Answer questions
- Negotiate a new due date. Below are some guidelines for negotiating a later due date.
- Employ refusal conversion. Since we are contacting non-responders, some agencies will decline to participate in the questionnaire. We want to convert refusals and convince agencies to participate in some manner, even if they cannot or will not complete the full questionnaire. Here are some talking points to convert telephone refusals; text should be modified to fit the situation.
    - We can collect the information via phone or send a form via mail, e-mail or fax.
    - Offer to send the study information again
        - Ask how they would prefer to receive the information (e-mail, mail, fax)
        - Confirm contact information
        - Offer your direct call-back number should they have further questions

## Voicemail Message

*Hello. My name is <mark><<First name Last name>></mark> and I am calling on behalf of the Bureau of Justice Statistics regarding the Survey of Law Enforcement Personnel in Schools. We have not yet received your response, and I was calling to see if there is anything I can do to assist you in submitting the survey. Please contact me, toll-free, at <mark><<phone number>></mark>. Again, that number is <mark><<phone number>></mark>. Thank you; I look forward to talking to you at your earliest convenience.*

To: «LEA POC Email»

Subject: Survey of Law Enforcement Personnel in Schools (SLEPS)

Body of Email:

Dear «TITLE» «NAME»:

Over the past 3 months, materials related to the Survey of Law Enforcement Personnel in Schools (SLEPS) were sent to you by mail. We have not received a response from you, so we are sending this message to request confirmation that we have successfully reached you and encourage you to complete the survey and contact us if you have any questions related to the data collection.

The due date is [due date]. I understand that you receive a number of survey requests and I genuinely appreciate your attention to this request.

The information contained in the mailed materials is provided below. Thank you for your help with this important research.

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

-----------------------------------------------------------------------------------------------------------------

Dear «CONTACT_TITLE» «CONTACT_NAME»,

The Bureau of Justice Statistics (BJS) recently mailed you an invitation to participate in the Survey of Law Enforcement Personnel in Schools (SLEPS). The questionnaire due date is Month XX, 20XX and we hope you will be able to respond by then. If you have already completed the questionnaire, please accept my sincere thank you.

If you have not completed your questionnaire, please do so as soon as possible.  BJS is conducting SLEPS to generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. Your participation is critical to SLEPS and will represent many other agencies like yours.

**Please complete the questionnaire online at https://bjslecs.org/sleps2019 using the following credentials:**

USERNAME: «Username»   PASSWORD: «Password»

If you would prefer to complete the questionnaire on paper, you may download and print a paper version on the SLEPS website. If you have questions, please contact Dustin Williams at RTI by

phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

_____

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

We have made several attempts to contact you over the past few months regarding your agency's participation in the Bureau of Justice Statistics' (BJS) Survey of Law Enforcement Personnel in Schools (SLEPS). Your law enforcement agency is among a select group of agencies asked to participate in this data collection.

We are writing today to notify you that there are only a couple weeks remaining to complete the survey. We must receive your response by Month XX, 20XX to ensure that the study results accurately reflect the characteristics and activities of your agency.  BJS is conducting this survey to generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools. Your participation is important to these efforts.

> **Please complete the questionnaire and roster online at https://bjslecs.org/sleps2019 using the following credentials:**
>
> **USERNAME: «Username» PASSWORD: «Password»**

Alternatively, if you would prefer to complete the questionnaire and roster on paper, hard copies were provided in the reminder package mailed a few weeks ago. If you would like a new hard copy, please use the contact information below or you may download and print a paper version on the SLEPS website.

If you have questions about SLEPS, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We thank you in advance for your participation.

Sincerely,

*Elizabeth J. Davis*

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

On behalf of the Bureau of Justice Statistics (BJS) and RTI International, I would like to thank you for your participation in the 2019 Survey of Law Enforcement Personnel in Schools (SLEPS). I truly appreciate your support in completing this survey. Your participation is vital to helping BJS generate current statistics about the characteristics, policies, and responsibilities of law enforcement programs in schools.

This letter confirms that we have received your survey and are currently processing the data. RTI will contact you if there are any questions about the answers your agency has submitted. We will be contacting you again in a few weeks to request your assistance with the second phase of SLEPS.

If you have any general comments or questions, please feel free to contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov. If you have questions about SLEPS, need to change the point of contact at your agency, or need to update your contact information, please contact Dustin Williams at RTI at (866) 309-4564 or sleps@rti.org.

Thank you again for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

**Office of Justice Programs**

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 2018

«POC_TITLE» «POC_FN» «POC_LN»
«AGENCY_NAME»
«POC_STREET»
«POC_CITY», «AGENCY_ADDRESS_STATE» «POC_ZIP»

Dear «POC_TITLE» «POC_LN»,

Thank you for your participation in the first phase of the Bureau of Justice Statistics' (BJS) Survey of Law Enforcement Personnel in Schools (SLEPS). Using the roster you provided with the Law Enforcement Agency (LEA) Survey, we selected «SRO_SS» School Resource Officers (SROs) from your agency to participate in the second phase of SLEPS, the SRO Survey.

Included in this mailing are envelopes for each selected SRO, labeled with the information you provided on the LEA Survey. Each SRO will receive (1) a letter inviting the SRO to participate in the survey and (2) the Police Executive Research Forum (PERF) letter of support.

**Please distribute these envelopes as soon as possible.** Each letter includes a person-specific password to complete the SRO survey so it is important to distribute these envelopes based on the information you provided on the LEA Survey. Each letter contains your contact information should the SRO have questions about their authority to participate in the survey; they are instructed to contact Dustin Williams at RTI International should they have any questions about the survey.

The participation of the SROs from your agency is critical to SLEPS and will represent many other SROs like them. We look forward to receiving their responses by Month XX, 20XX. If you have questions about SLEPS, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Thank you in advance for coordinating the participation of your agency's SROs.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Enclosures: «SRO_SS» School Resource Officer (SRO) Envelopes«REQUEST»

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

Washington, DC 20531

Month XX, 20XX

Dear «AGENCY_NAME» SRO,

The Bureau of Justice Statistics (BJS) is working with RTI International (RTI), a not-for-profit research organization, on an effort regarding the role and presence of law enforcement officers in schools. While many law enforcement personnel across the nation work closely with schools to ensure that each is a safe place for learning and free from threats of crime and violence, little is known about the scope and duties of the law enforcement personnel who actually work in the schools.

This effort is the Survey of Law Enforcement Personnel in Schools (SLEPS). Ultimately, the results of the national data collection will generate current statistics about school resource officers, including their training, experience, and activities.

**This request has been approved by «AGENCY_NAME»;** this survey is also supported by the National Association of School Resource Officers (NASRO; see attached letter of support).

You have been selected to participate in SLEPS. Please use the following information to log onto the SLEPS website (https://bjslecs.org/sleps2019) to complete the questionnaire.

USERNAME: «SRO_UserName»    PASSWORD: «SRO_Password»

Please complete this questionnaire by Month XX, 20XX.
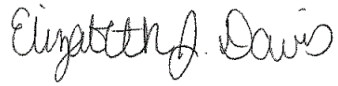
Your participation is critical to SLEPS and will represent many other School Resource Officers like you. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or email at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

BJS is authorized to conduct this data collection under 34 U.S.C § 10132. BJS and its data collection agents will only use the information you provide for statistical or research purposes pursuant to 34 U.S.C. § 10134, and will not disclose your information in identifiable form to anyone outside of the BJS project team without your consent. All personally identifiable information (PII) collected under BJS's authority is protected under the confidentiality provisions of 34 U.S.C. § 10231. Any person who violates these provisions may be punished by a fine of up to $10,000 in addition to any other penalties imposed by law. Further, per the Cybersecurity Enhancement Act of 2015 (6 U.S.C. § 151), federal information systems are protected from malicious activities through cybersecurity screening of transmitted data. For more information on how BJS and its data collection agents will use and protect your information, go to
https://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

**If you have any questions about your agency's participation in this survey please contact «POC_TITLE» «POC_FN» «POC_LN» at «PHONE».**

Thank you in advance for your participation.

Sincerely,

*Elizabeth A. Davis*

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Enclosure: PERF Letter of Support

[NASRO letterhead]

Date

Dear [SRO],

The Bureau of Justice Statistics (BJS), working with RTI International (RTI), is fielding the 2019 Survey of Law Enforcement Personnel in Schools (SLEPS) and you have been selected to participate. The National Association of School Resource Officers (NASRO) is hoping that you will participate in this important project.

The information that will be produced by this survey will be very valuable to law enforcement agencies such as yours and school safety overall. From the survey results, you will be able to learn about characteristics and activities of other school resource officers (SROs) nationwide. For instance, you will learn about training, regular activities performed in schools, career experience, and school assignment characteristics. You will be able to assess your own duties and experience in relation to the national picture.

I write to strongly encourage you to complete the survey. BJS is committed to protecting the privacy of the information you provide. By law, BJS can only use your responses to produce statistics. No information about you or your agency will be identified from these statistics. The receipt of information from all selected SROs will greatly enhance the data produced by this project. We know that you have many responsibilities and limited time, but we hope that you will provide the requested information and contribute to this effort. Your participation will help ensure that the 2019 SLEPS is a success and that the results can be used with confidence.

Thank you in advance for your participation in this important endeavor.

Sincerely,



Sergeant Bill West, President
National Association of School Resource Officers (NASRO)

**To:** «LEA POC Email»

**Subject**: Survey of Law Enforcement Personnel in Schools (SLEPS)

**Body of Email:**

Dear «TITLE» «NAME»:

Thank you for your participation in the first phase of the U.S. Department of Justice's Bureau of Justice Statistics' Survey of Law Enforcement Personnel in Schools (SLEPS). Two weeks ago, we mailed a packet of surveys to be completed by individual officers from your agency who work in schools because your agency was selected to participate in a study about the role of law enforcement personnel in schools.

As of <<email date>>, our records show that not all of the surveys have been submitted. The survey takes approximately 30 minutes to complete and is important because your agency's officers represents others like them nationwide. We ask that you reach out to the officers listed below to remind them to submit this survey **by <<due date>>**. We thank you and these officers for their assistance.

[List nonresponding officers]

Please note that these officers can also submit the survey online by visiting https://bjslecs.org/sleps2019 and using the login information provided in the letter we previously sent. If an officer needs their login information, please advise them to contact RTI (contact information below) and reference the name, badge, number, or other identifier that was provided on the officer roster form when your agency responded to the SLEPS survey.

Thank you for your help with this important research. If you have any questions, please contact Dustin Williams at RTI by phone at (866) 309-4564, or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

Washington, DC 20531

Month XX, 20XX

«POC_TITLE» «POC_FN» «POC_LN»
«AGENCY_NAME»
«POC_STREET»
«POC_CITY», «AGENCY_ADDRESS_STATE» «POC_ZIP»

Dear «POC_TITLE» «POC_LN»,

In the past month, you distributed survey invitations and survey reminders to the selected SROs for the second phase of the Bureau of Justice Statistics' (BJS) Survey of Law Enforcement Personnel in Schools (SLEPS). We are following up once again to encourage your participation. Included in this mailing are letters for each selected SRO who has not yet completed their SRO survey, labeled with the information you provided on the LEA Survey. Each of these SROs will receive a packet with (1) a letter reminding them to complete the SRO survey, (2) a paper version of the SRO survey, and (3) a business reply envelope to return their completed survey.

**Please distribute these envelopes as soon as possible.** Each letter includes a person-specific password to complete the SRO survey so it is important to distribute these envelopes based on the information you provided on the LEA Survey. Each letter contains your contact information should the SRO have questions about their authority to participate in the survey; they are instructed to contact Dustin Williams at RTI International should they have any questions about the survey. You may have already contacted RTI or BJS if some of the sampled SROs are out on leave. Please distribute the enclosed materials if and when those officers return from leave. If the officers will not return from leave before the survey closes, please let us know and you may discard the materials for those officers.

The participation of the SROs from your agency is critical to SLEPS and will represent many other SROs like them. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or email at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We look forward to receiving their responses by Month XX, 20XX. Thank you in advance for coordinating the participation of your agency's SROs.

Sincerely,

Elizabeth Davis
SLEPS Program Manager

Bureau of Justice Statistics
Enclosures: «SRO_SS» School Resource Officer (SRO) Envelopes

**U.S. Department of Justice**

**Office of Justice Programs**

*Bureau of Justice Statistics*

Washington, DC 20531

Month XX, 20XX

Dear «AGENCY_NAME» SRO,

Our records show that as of Month XX, 20XX, you have not submitted a questionnaire for the Survey of Law Enforcement Personnel in Schools (SLEPS). BJS is conducting SLEPS to generate current statistics about school resource officers, including their training, experience, and activities.

You may participate in this pre-test in **one** of two ways:

1. Complete the **questionnaire online** at https://bjslecs.org/sleps2019 using the following credentials:

   USERNAME: «SRO_UserName»     PASSWORD: «SRO_Password»

2. Complete the **paper questionnaire** included in this packet and return it using the included prepaid envelope.

Your participation is critical to SLEPS and will represent many other School Resource Officers like you. We look forward to receiving your response by Month XX, 20XX. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or e-mail at sleps@rti.org. If you have any general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

**This request has been approved by «AGENCY_NAME»; if you have any questions about your agency's participation in this pre-test please contact «POC_TITLE» «POC_FN» «POC_LN» at «PHONE».**

We thank you in advance for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

Enclosures: SLEPS SRO Questionnaire, Prepaid Envelope

# SRO Nonresponse Telephone Prompting

## Basic script

*Hello. My name is [First name Last name] and I am calling on behalf of the Bureau of Justice Statistics regarding the Survey of Law Enforcement Personnel in Schools. May I speak to [LEA POC]?*

*About a month and a half ago, we sent you a mailing introducing the second phase of the Survey of Law Enforcement Personnel in Schools and survey packets for selected SROs.*

## Potential script depending on situation

*The surveys for the second phase are due on [date] and we haven't received the questionnaire for [insert SRO names] yet. I'm calling to see if you will be able to follow up with these officers and encourage them to complete their questionnaire(s) and if there is anything I can do to assist you in encouraging their participation.*

## Outcomes of phone call

Depending on the Agency Head's response, you may do one of the following:

- Address concerns
- Answer questions
- Employ refusal conversion. Since we are contacting nonresponders, some agencies will decline to follow up with nonresponding officer. We want to convert refusals and convince POCs to encourage officer participation in some manner, even if they cannot or will not complete the full questionnaire. Here are some talking points to convert telephone refusals; text should be modified to fit the situation.
    - We can collect the information via phone or send a form via mail, e-mail or fax.
    - Offer to send the study information again
        - Ask how they would prefer to receive the information (e-mail, mail fax)
        - Confirm contact information
        - Offer your direct call-back number should they have further questions

## Voicemail Message

*Hello. My name is <<First name Last name>> and I am calling on behalf of the Bureau of Justice Statistics regarding the Survey of Law Enforcement Personnel in Schools. We have not yet received the responses for all officers selected from your agency, and I was calling to see if there is anything I can do to assist you in encouraging their participation. Please contact me, toll-free, at <<phone number>>. Again, that number is <<phone number>>. Thank you; I look forward to talking to you at your earliest convenience.*

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 20XX

«POC_TITLE» «POC_FN» «POC_LN»
«AGENCY_NAME»
«POC_STREET»
«POC_CITY», «AGENCY_ADDRESS_STATE» «POC_ZIP»

Dear «POC_TITLE» «POC_LN»,

We have reached out to you several times over the past few months regarding the participation of SROs from your agency in the Bureau of Justice Statistics' (BJS) Survey of Law Enforcement Personnel in Schools (SLEPS). These officers are among a select group of officers asked to participate in this data collection.

We are writing today to notify you that we have not received responses from all SROs selected from your agency and there are only a couple weeks remaining for officers to complete the survey. We must receive their responses by Month XX, 20XX to ensure that the study results accurately reflect the characteristics and activities of officers in your agency.

**We ask that you reach out to the officers listed below to inform them the survey is closing and encourage them to submit responses.**

[List nonresponding officers]

Please note that these officers can also submit the survey online by visiting **https://bjslecs.org/sleps2019** and using the login information provided in the letters we previously sent. If an officer needs their login information, please advise them to contact RTI (contact information below) and reference the name, badge, number, or other identifier that was provided on the officer roster form in phase 1 of SLEPS.

The participation of the SROs from your agency is critical to SLEPS and will represent many other SROs like them. If you have questions, please contact Dustin Williams at RTI by phone at (866) 309-4564 or email at sleps@rti.org. If you have general comments about this data collection, please contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov.

We look forward to receiving their responses by Month XX, 20XX. Thank you in advance for coordinating the participation of your agency's SROs.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**U.S. Department of Justice**

Office of Justice Programs

*Bureau of Justice Statistics*

*Washington, DC 20531*

Month XX, 20XX

«CONTACT_TITLE» «CONTACT_NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY_NAME»
«Address1» «Address2»
«City_Name», «State_Code» «Zip_Zip4»

Dear «CONTACT_TITLE» «CONTACT_NAME»,

On behalf of the Bureau of Justice Statistics (BJS) and RTI International, I would like to thank you for coordinating the officer survey portion of the 2019 Survey of Law Enforcement Personnel in Schools (SLEPS). I truly appreciate your efforts in distributing materials and following up with the selected officers in your agency. Your participation is vital to helping BJS generate current statistics about school resource officers, including their training, experience, and activities.

If you have any general comments or questions, please feel free to contact me at (202) 305-2667 or Elizabeth.Davis@usdoj.gov. If you have questions about SLEPS, need to change the point of contact at your agency, or need to update your contact information, please contact Dustin Williams at RTI at (866) 309-4564 or sleps@rti.org.

Thank you again for your participation.

Sincerely,

Elizabeth Davis
SLEPS Program Manager
Bureau of Justice Statistics

**December 15, 2016**

# 2016 Survey of Law Enforcement Personnel in Schools (SLEPS): Cognitive Testing of the Law Enforcement Agency Survey and the School Resource Officer Survey

## Final Report

Prepared for

**Bureau of Justice Statistics**
Elizabeth Davis

Prepared by

**RTI International**
Emilia Peytcheva
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**Police Executive Research Forum**
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RTI International
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# CONTENTS

**Appendices**

A    SLEPS LEA Survey Cognitive Interviewing Protocol

B    2016 Survey of Law Enforcement Personnel in Schools (SLEPS) School Resource Officer (SRO) Survey

# **TABLES**

# 1. INTRODUCTION

Through its National Crime Victimization Survey and the School Crime Supplement, the Bureau of Justice Statistics (BJS) provides statistics on crime incidents occurring at schools. However, there is currently no national-level data on the number, roles and functions of police officers assigned to schools. The Survey of Law Enforcement Personnel in Schools (SLEPS) will fill this gap by identifying a national roster of active law enforcement agencies operating in K-12 public schools, and generating detailed and accurate statistics on the scope, size, characteristics and functions of law enforcement personnel in schools.

The SLEPS data collection will include two surveys, one conducted with law enforcement agencies that employ one or more full-time, sworn officers who are assigned primarily to work in schools (school resource officers). The LEA survey will estimate the number of officers assigned to work in schools, policies for officer assignments and expectations for their work in schools, and practices to supervise school resource officers. The LEA survey will also request a roster of school resource officers to support sampling for the officer-level survey. A second survey, conducted with school resource officers, will measure officer characteristics, training, and practices performed as part of their assignments in schools.

RTI and its partner the Police Executive Research Forum (PERF), conducted a literature review and expert panel meeting in 2014 to develop initial drafts of the LEA- and SRO-level questionnaires. Those questionnaires were then refined in collaboration with BJS, the National Institute of Justice, and other project stakeholders. The draft questionnaires were then subject to cognitive interviews with a sample of LEA and SRO respondents.

This report details the qualitative research conducted by RTI International to investigate how to best ask questions related to Law Enforcement Agencies' (LEA) characteristics, School Resource Officer (SRO) programs, program-related policies, SRO recruitment and training, SRO characteristics and activities. We describe the details of conducting cognitive interviews with SROs and LEAs, providing the background, methodology, findings and recommendations.

# 2. METHODOLOGY

The goal of the two rounds of cognitive testing (one with LEAs, and one with SROs) was to evaluate the draft questionnaires and test if the questions function as intended. To maximize the spread of agency characteristics, LEAs were identified based on several criteria. The initial list consisted of agencies PERF identified as

leaders in SRO programs based on participation in previous research. Once these agencies were identified, additional LEAs were randomly selected to provide equal representation across four strata (agency size, agency type, recency of SRO program prior, and urbanicity of jurisdiction served). A total of 97 agencies were contacted and 22 agreed to participate, resulting in 20 LEA interviews. Similarly, a total of 81 SROs were contacted and 25 agreed to participate, resulting in 18 SRO interviews. Table 1 presents a summary of LEA and SRO cognitive interview participants' characteristics.

**Table 1.   Type of Cognitive Interviews by Recruitment Stratification**

|  | | Cognitive interview type | |
|---|---|---|---|
| **Stratification Variables** | | **LEA** | **SRO** |
| | Total | 20 | 18 |
| Agency size | | | |
| | < 100 officers | 4 | 8 |
| | 100+ officers | 16 | 10 |
| Urbanicity | | | |
| | Urban jurisdiction | 17 | 14 |
| | Non-urban jurisdiction | 3 | 4 |
| Recency of SRO program | | | |
| | 2008 or later | 7 | 5 |
| | Prior to 2008 | 13 | 13 |
| Agency type | | | |
| | Local police | 11 | 13 |
| | Sheriff's office | 8 | 3 |
| | School-based LEA | 1 | 2 |

## 2.1   Overview

Cognitive interviewing for the LEA and SRO instruments took place in parallel in the month of November and the first week of December, 2016. The interviews took about 60 minutes apiece and were conducted over the phone. Respondents were sent the questionnaires in advance of the interview via e-mail. The actual interview was preceded by an informed consent procedure.

Respondents in the cognitive interviews were asked to complete the respective questionnaire during the call and think aloud in order to demonstrate how they understood a specific question, or how they came up with a particular response.

During this process, interviewers guided the discussion to gain deeper understanding of the thought process and potential problems with the questions.

Cognitive interview protocol guides were used for each type of interview. The guides, which were approved by BJS, were developed with the goal of assessing respondents' understanding of the LEA and SRO questions, gauging respondent perceptions on sensitivity of any questions, willingness to respond, and overall burden involved in answering questions. Upon completion of the questionnaires, respondents were also debriefed to gather their perceptions on the overall experience, their understanding of the purpose of the questions, the likelihood of participation in the eventual SLEPS main study, and final comments. Interviewers used scripted probes, but were given the flexibility to probe spontaneously when needed to assess understanding and perception of the questions, as well as anything that seemed unclear, unusual, or generally worth expanding on. The scripted probes included comprehension and recall probes, while spontaneous probes were used based on respondents' answers. The cognitive interview protocol guides can be viewed in **Appendices A** and **B**.

## 2.2   Interview Procedures

Sampled agencies were contacted via e-mail (usually sent to the Chielf of Police), or telephone (if an e-mail was not available). Two days later, a reminder e-mail was sent, followed by another e-mail a week later. Once respondents were successfully recruited for the most convenient date and time, recruiters sent out messages to designated interviewers. Respondents were told that the interview would take an hour on average and be conducted over the phone. A day before the interview, the assigned interviewer contacted the recruited respondent via e-mail to remind him/her of the upcoming interview, confirm the telephone number, and send the respective questionnaire and informed consent.

Once an interview was completed, a summary of the findings for each question was entered into an Excel file for each interview type. These files did not contain any personally identifiable information (PII).

## 2.3   Cognitive Interview Findings and Recommendations

### 2.3.1   LEA Questionnaire

The LEA questionnaire was completed by 20 respondents – 11 came from local police departments, 8 were from Sheriff's offices, and 1 was from a school-based LEA. In 13 of those agencies the SRO program was established prior to 2008. Seventeen agencies were considered to have jurisdiction in an urban area and 16 agencies employed more than 100 officers. This section outlines each question of

the LEA questionnaire, followed by findings and recommended changes. Overall, complex tables included in the questionnaire were not utilized as intended. Furthermore, respondents were confused how to answer questions containing the phrase "according to agency policies or agreements with schools" as most of the activities of interest were not explicitly covered in policies and agreements. We also found that question-specific instructions tended to be overlooked as they merged with the question text, often leading to multiple responses when only one was required.

**Instructions and Burden Statement**

Overall, respondents did not have any issues with the instructions and burden statement. One respondent noted that some school districts have their worn officers, who are not affiliated with an LEA and may be governed by the state. Such officers would be out of scope for this study.

---

### Law Enforcement Agency Characteristics

1. Which best describes your agency? Please mark all that apply.
   - ☐ Police department, municipal
   - ☐ Police department, county
   - ☐ State/highway department
   - ☐ Sheriff's Office
   - ☐ Tribal
   - ☐ Independent School District
   - ☐ Other (please specify): _____

*Findings:* The response categories seem mutually exclusive, with the exception of Sheriff's Office and Police department. All but one respondent selected only one category. The participant who selected more than one category said they were a Sheriff's office contracted by a school (selected "Other" in addition to Sheriff's office).

*Recommendations:* Remove instructions. Situations as described above would fall under "Other".

2. As of August 31, 2016, how many sworn full-time officers with general arrest powers does your agency employ? _____

*Findings:* More than half of the respondents noted they would need to contact Human Resources or Headquarters to get the exact number. Most were able to provide a ballpark figure and noted that it was a moving number. Several

respondents commented on the term "general arrest powers", suggesting that "general" was not necessary.

***Recommendations:*** Reword question to read: As of August 31, 2016, what is the number of sworn full-time officers with general arrest powers employed by your agency?

| 3. As of August 31, 2016, how many of the following full-time and/or part-time officers are primarily assigned to any public K-12 schools? | Number of full-time officers | Number of part-time officers |
|---|---|---|
| a. Sworn officers with general arrest powers ......................... | _____ | _____ |
| b. Sworn officers with limited arrest powers......................... | _____ | _____ |
| c. Nonsworn officers................................................. | _____ | _____ |
| d. **Total** .................................................. | _____ | _____ |

**IF 0 FULL-TIME OFFICERS—GO TO END OF SURVEY**

***Findings:*** Similarly to the previous question, at least two respondents commented that the phrase "limited arrest powers" was unclear. The same respondents made a similar comment on "nonsworn officers". None of the 20 respondents marked anything under response options b) or c). One respondent mentioned that they had social workers and program managers and was unclear where to place them. The reference period was considered arbitrary by some respondents.

***Recommendations:*** Consider replacing "nonsworn officers" with "nonsworn personnel" to accommodate civilian personnel, such as social workers and program managers, if the goal of the question is to get the number of agency employees.

Reword response categories to read: Number of full-time officers/personnel and Number of part-time officers/personnel.

Remove option d) as it increases respondent burden and can be derived after data collection.

If a paper version of the survey is considered, make the instructions what to do if there are no full-time officers more prominent and how to return the survey.

4. Do any of these sworn officers **with general arrest powers** (number reported in item 3a) who are primarily assigned to public K-12 schools…

| | **Yes** | **No** | **None employed** |
|---|---|---|---|
| a. carry a firearm while working in schools?................... | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? .................. | ☐ | ☐ | ☐ |

**Findings:** Several respondents missed "any" in the question and were unclear how to answer, saying that some (e.g., supervisors) may carry a firearm, but other may not.

**Recommendations:** Capitalize "any" to make it more prominent in the question. If a paper version is considered, add skip instruction to administer this question only to those who report officers with general arrest powers. If left as is, the question assumes that there are sworn officers with general arrest powers and the response option "None employed" is misleading - if selected, it will be unclear whether there are no officers with general arrest powers employed, or none of them carry firearms/wear uniforms. This option becomes unnecessary once the appropriate skip instructions are added after question 3a.

5. Do any of these sworn officers **with limited arrest powers** (number reported in item 3b) who are primarily assigned to public K-12 schools…

| | Yes | No | None employed |
|---|---|---|---|
| a. carry a firearm while working in schools?................... | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? .................. | ☐ | ☐ | ☐ |

**Findings:** This question was irrelevant for all respondents.

**Recommendations:** Similarly to question 4), capitalize "any" to make it more prominent in the question. If a paper version is considered, add skip instruction to administer this question only to those who report officers with limited arrest powers. If left as is, the question assumes that there are sworn officers with limited arrest powers and the response option "None employed" is misleading - if selected, it will be unclear whether there are no officers with limited arrest powers employed, or none of them carry firearms/wear uniforms. This option becomes unnecessary once the appropriate skip instructions are added after question 3a.

6. Do any of these **nonsworn officers** (number reported in item 3c) who are primarily assigned to public K-12 schools…

|  | Yes | No | None employed |
|---|---|---|---|
| a. wear a uniform while working in schools? ................... | ☐ | ☐ | ☐ |

*Findings:* This question was irrelevant for all respondents. One suggested adding instructions to only consider officers under the LEA's direct supervision (rather than district officers).

*Recommendations:* Similarly to question 4), capitalize "any" to make it more prominent in the question. If a paper version is considered, add skip instruction to question 3a to administer this question only to those who report nonsworn officers. If left as is, the question assumes that there are nonsworn officers and the response option "None employed" is misleading - if selected, it will be unclear whether there are no nonsworn officers employed, or none of them carry firearms/wear uniforms. This option becomes unnecessary once the appropriate skip instructions are added after question 3a. Replace "officers" with "personnel" for consistency (if recommended change to question 3a is accepted).

7. Do any of the following officers receive specialized School Resource Officer (SRO) training?

|  | Yes | No | None employed |
|---|---|---|---|
| a. Sworn officers with general arrest powers................... | ☐ | ☐ | ☐ |
| b. Sworn officers with limited arrest powers ................... | ☐ | ☐ | ☐ |
| c. Nonsworn officers............................................................ | ☐ | ☐ | ☐ |

*Findings:* None of the respondents had any problems with this question.

*Recommendations:* Leave as is.

## SRO Program Characteristics

| 8. Enter the number of SROs in your agency by race/Hispanic origin and sex, regardless of sworn status, arrest powers, and employment status: | Male | Female |
|---|---|---|
| a. White, not of Hispanic origin | _____ | _____ |
| b. Black or African American, not of Hispanic origin | _____ | _____ |
| c. Hispanic or Latino | _____ | _____ |
| d. American Indian or Alaska Native, not of Hispanic origin | _____ | _____ |
| e. Asian, not of Hispanic origin | _____ | _____ |
| f. Native Hawaiian or Other Pacific Islander, not of Hispanic origin | _____ | _____ |
| g. Two or more races | _____ | _____ |
| h. Race/Hispanic origin not known | _____ | _____ |
| **TOTAL SROs (SUM OF A–H)** | _____ | _____ |

**Findings:** This question was very challenging for respondents – several mentioned that the categories do not match the type of information collected (often limited to White vs. Non-white, or White, Black, and Other). In order to get details to match to the response categories, some respondents noted that they would have to go through County Records; others mentioned that it would be impossible to populate such a table, as employees were given the option to check "prefer not to say". Several respondents commented on the burden related to completing this table for a large group of SROs.

**Recommendations:** Consider removing this question, given the same information is collected in the roster. Given the pushback from respondents, we expect this question to be skipped by the majority, potentially introducing item missingness to subsequent questions. If removing the question is not an acceptable option, consider placing it at the very end of the survey (if respondents refuse to provide roster information). Consider the following changes:

For each race/ethnicity category below, please enter the number of male and female SROs in your agency. *Please do NOT consider sworn status, arrest powers, or employment status (full or part-time).*

Cluster response options into two main categories and add subcategories for those, who would be able to populate them:

> a. White
> b. Non-white
>> i. Black or African American
>> ii. American Indian or Alaska Native
>> iii. Asian
>> iv. Native Hawaiian or other Pacific Islander
> c. More than one race

Ask Hispanicity in a preceding question, as recommended by the U.S. Census Bureau.

Remove "Total SROs (Sum of A-H)" as it increases respondent burden and can be derived post data collection.

9. In what year did your agency's SRO program start? _____

**Findings:** Most respondents did not have this information available, but knew how to get it. Only two mentioned that it would require some research, including calling the school district. Some respondents were unclear whether the predecessors of the formal SRO programs should be considered when answering this question.

**Recommendations:** Reword question to read: In what year did your agency's formal SRO program start?

10. What is the funding source for your SRO program? Please mark all that apply
> ☐ Federal grant
> ☐ State/Local grant
> ☐ Law enforcement agency
> ☐ School district
> ☐ Other—please specify: _____

**Findings:** Several respondents commented that it was hard to answer without a time frame, as funding varied over time.

**Recommendations:** Reword question to read: What is the current funding source for your SRO program?

Italicize instructions to separate them from the question stem.

Change the last response option to "Other (please specify)" for consistency with previous questions.

11. How many of the following types of schools are served by your SRO program? If none, please enter '0'

|  | | **Number** |
|---|---|---|
| a. | Elementary schools................................................................................ | _____ |
| b. | Middle/Junior high schools................................................................... | _____ |
| c. | High schools ........................................................................................... | _____ |

**Findings:** Several respondents noted that they served K-8, or K-12 schools and we might need additional categories for such schools. Several respondents asked if this question referred to full time officers only. When probed how confident they were in their response, respondents from large LEAs reported they were not confident.

**Recommendations:** Include instructions for respondents who are in K-8, or K-12 schools to consider the highest grade their school offers when selecting a category. Italicize all instructions.

11a. Are any of the schools served by your SRO program…

|  | | Yes | No | Don't know |
|---|---|---|---|---|
| a. | Charter schools ......................................................... | ☐ | ☐ | ☐ |
| b. | Alternative schools .................................................. | ☐ | ☐ | ☐ |

**Findings:** There was a confusion what was meant by "alternative schools". Interpretations varies from school for gifted children, to schools for disruptive students. At least two respondents did not consider charter and private schools when responding to the previous question.

**Recommendations:** Restructure questions 11-12 to ask about number of private vs. public schools that SRO program serves, followed by a division across grade levels:

How many of the following types of schools are served by your SRO program (either full, or part time)? *If none, please enter '0'. If schools do not fall immediately into the categories below, please consider the highest grade offered.* **Number**

a. Public schools .........................................................................

Elementary schools

Middle/Junior high schools

High schools

b. Private schools.........................................................................

Elementary schools

Middle/Junior high schools

High schools

12. Does your SRO program serve private schools?

☐ Yes
☐ No

**Findings:** Respondents did not consider private schools when responding to question 11.

**Recommendations:** See recommended restructuring under question 11a.

13. In general, do officers in your agency perform SRO functions as a continuous assignment or do they rotate to other assignments at times?

☐ Continuous ⟶ assignments **GO TO QUESTION 14**
☐ Rotate to other assignments at times

**Findings:** Respondents were not unified in their interpretation of "continuous" and "rotate". Some interpreted continuous to mean "during the school year", while others interpreted it to mean "full-time". Similarly, some respondents questioned whether rotation referred to a grant cycle. Several respondents raised the issue that they would not know how to answer this question if both rotation and continuous assignments were practices at their agencies.

**Recommendations:** Reword the question to read: Overall, do majority of your officers perform SRO functions as a permanent assignment, or do they rotate to other assignments?

13a. **[IF QUESTION 13 RESPONSE IS ROTATE]** How often do these rotations occur? Please mark only one

- ☐ Only during summer when school is not in session.
- ☐ Every year
- ☐ Every few years
- ☐ Rotations occur on an individual basis with each SRO
- ☐ Other—please specify: _____

**Findings:** At least two respondents noted that they could not check only one response option. Some respondents mentioned alternative response options such as grant cycles, semesters, and quarters.

**Recommendations:** Reconsider the analytic goal of the question. Reword question to read: What is the most common rotation cycle related to SRO assignments in your agency?

Remove instructions in parenthesis and use arrows to visually direct respondents to this question if a paper version of the questionnaire is considered.

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### SRO Policies and Responsibilities

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14. What form of agreement is in place between your agency's SRO program and the school(s)/school districts? Please mark all that apply.

- ☐ Memorandum of understanding (MOU)
- ☐ Contractual agreement, such as through a grant or other basis
- ☐ Legislation
- ☐ Verbal agreement
- ☐ Other—please specify: _____
- ☐ There is no formal agreement

**Findings:** There were no problems with this question. One respondent suggested adding "School board policy rules and procedures" to the response options.

**Recommendations:** Move the last response option (There is no formal agreement) to the top of the list (as the question assumes there are agreements in place and respondents need to be given the option to easily opt out).

Italicize instructions.

Reformat "Other- please specify)" to match previous questions.

15. Please consider the policies guiding your SRO program when completing the following questions. Select the **most appropriate** category below, when answering questions about your program's characteristics.
Please mark only one for each row. If there is an MOU in place between your agency and the school district, please provide a copy.

| SRO program characteristic | Addressed within a formal contract or MOU between your agency and the school district | No formal contract but decided with input from the school district | Addressed solely through internal law enforcement agency policy with no input from the school district |
|---|---|---|---|
| a. The number of officers in your SRO program | ☐ | ☐ | ☐ |
| b. The schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | ☐ | ☐ | ☐ |
| c. The role of officers in your SRO program | ☐ | ☐ | ☐ |
| d. The expectations regarding citations and referrals by officers in your SRO program | ☐ | ☐ | ☐ |
| e. The primary areas of focus (e.g., education, mentoring, gangs, drugs, etc.) by officers in your SRO program | ☐ | ☐ | ☐ |
| f. Expectations regarding collaboration with school administration and teachers by officers in your SRO program | ☐ | ☐ | ☐ |
| g. Expectations for working with students and parents by officers in your SRO program | ☐ | ☐ | ☐ |
| h. Procedures for resolving disagreements between school administrators and officers in your SRO program | ☐ | ☐ | ☐ |

**_Findings:_** This question was particularly burdensome in terms of recall. Most respondents were able to provide responses, but noted they were estimating and would need to read over the specific MOUs to make sure they answered correctly. The request to provide copies of the MOUs met mixed reactions – for states where MOUs were public record, such a request would not present a problem; however, respondents from states where MOUs were not public records noted that they would

need to contact city attorneys, or their legal departments, and this effort would be extremely burdensome when different MOUs were signed with different schools/school districts. Several respondent noted that 15g was asking two questions in one – expectations for working with students might be covered by an MOU, but not for working with parents. When probed whether there were missing categories, respondents noted that "federal grant" was a missing response option.

**Recommendations:** The question is missing an actual question. Consider rewording:

For each of the following SRO program characteristics, please select whether it is guided through a formal contract or MOU with the school district, input from the school district without a formal contract, internal policy, or mandated by a government agency. *Please select only one response for each SRO program characteristic.*

| SRO program characteristic | Formal contract or MOU with the school district | Input from the school district without formal contract | LEA's internal policy without input from the school district | Government agency mandate |
|---|---|---|---|---|
| a. ...... | ☐ | ☐ | ☐ | ☐ |

Remove request to provide MOUs copies from the instructions – this can be extremely burdensome when the agency serves more than one school districts.

Remove "parents" from 15g (and add as a separate option if of analytic interest).

16. Indicate whether each law enforcement activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts.
Please mark all that apply.

| Law enforcement activity | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| | Sworn officers with general arrest powers | Sworn officers with limited arrest powers | Nonsworn officers |
| a. Patrolling school facilities | ☐ | ☐ | ☐ |
| b. Issuing citations | ☐ | ☐ | ☐ |
| c. Responding to calls for service on the school campus | ☐ | ☐ | ☐ |
| d. Emergency management/crisis preparedness planning | ☐ | ☐ | ☐ |
| e. Security audits/assessments of school campuses | ☐ | ☐ | ☐ |
| f. Making arrests | ☐ | ☐ | ☐ |
| g. Responding to incidents in the classroom | ☐ | ☐ | ☐ |

**Findings:** All respondents used only the first response option (sworn officers with general arrest powers) when responding to this question. Several noted that 16g was vague and needed to be clarified whether it referred to a disciplinary or law enforcement action. Several respondents commented that they needed a "not applicable" option, suggesting that it was not evident how to fill out the table.

**Recommendations:** Consider simplifying the question to ask about types of activities performed by SROs, regardless of sworn status. Consider combining questions 16, 17 and 18 into a large table with three main headings (law enforcement activities, mentoring activities, and teaching activities). Depending on the analytic goal of the question, consider removing "as defined by agency policies or agreements" as this expression was confusing for respondents across the three questions (16-18) and majority stated that their SROs performed most of the listed activities, but they were not necessarily defined by policies or agreements. Consider the following restructure:

Which of the following activities are performed by any of your agency's SROs while on duty?

**Law enforcement activities**

   a.  Patrolling school facilities       ☐

   b.  ……….       ☐

**Mentoring activities**

   h. Truancy intervention       ☐

   i.  ………….       ☐

**Teaching activities**

   m. Teaching students about drugs, legal issues…       ☐

   n.  ………….       ☐

17. Indicate whether each mentoring activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts. Please mark all that apply.

| | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| **Mentoring activity** | **Sworn officers with general arrest powers** | **Sworn officers with limited arrest powers** | **Nonsworn officers** |
| a.  Truancy intervention | ☐ | ☐ | ☐ |
| b.  Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ | ☐ |
| c.  Field trip chaperone | ☐ | ☐ | ☐ |
| d.  Coaching athletic programs | ☐ | ☐ | ☐ |
| e.  Advising school staff, students, or families (one-on-one, in a group, etc.) | ☐ | ☐ | ☐ |

***Findings:*** Similarly to question 16, all respondents used only the first response option (sworn officers with general arrest powers) when responding to this question. Several commented that they needed a "not applicable" option, suggesting that it was not evident how to fill out the table. Many respondents repeated "as defined by agency policies or agreements with their assigned schools" and wondered how to respond if the activities were preformed, but not addressed in a policy. Several respondents noted that 17a was handled by the school districts and occasionally SROs might accompany truancy officers. Respondents felt that 17b was unclear and suggested including examples. At least three respondents commented that 17d may happen in SRO's free time, pointing out the need to

specify whether we were interested in "on duty" activities only. Several respondents noted that 17e was handled by the school district PD and felt that most of the activities listed in this question did not pertain to SROs.

**Recommendations:** Consider simplifying the question combining questions 16, 17 and 18 (see suggested wording under the recommendations for question 16).

Consider removing 17a, c, and e as they were identified as activities not performed by SROs.

18. Indicate whether each teaching activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts. Please mark all that apply.

| Teaching activity | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| | Sworn officers with general arrest powers | Sworn officers with limited arrest powers | Nonsworn officers |
| a. Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution | ☐ | ☐ | ☐ |
| b. Special safety programs / presentations | ☐ | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ | ☐ |

**Findings:** Similarly to previous questions, all respondents utilized only the first column of the table (sworn officers with general arrest powers). Many respondents commented again on "as defined by agency policies or agreements with their assigned schools" and one said that this "may scare people away". Several respondents noted that 18d did not apply to SROs as this activity had been taken over by the school district PD, and at least one respondent pointed that 17b was asking two questions in one.

**Recommendations:** Consider simplifying the question combining questions 16, 17 and 18, and removing 17d. Separate "special safety programs" and "presentations" from 18b. See suggested wording under recommendations for question 16.

19. Please indicate whether the following items are worn or carried by any of your agency's SROs while on the school campus.
Please mark all that apply.

| Item | Type of SRO Wearing or Carrying the Item | | | |
|---|---|---|---|---|
| | Sworn officers with general arrest powers | Sworn officers with limited arrest powers | Nonsworn officers | N/A; Officers do not wear or carry this item |
| a. A regulation uniform identical or highly consistent with your agency's standard uniform | ☐ | ☐ | ☐ | ☐ |
| b. Baton/nightstick | ☐ | ☐ | ☐ | ☐ |
| c. OC Spray/foam | ☐ | ☐ | ☐ | ☐ |
| d. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ | ☐ |
| e. Body-worn camera | ☐ | ☐ | ☐ | ☐ |
| f. Firearm | ☐ | ☐ | ☐ | ☐ |
| g. Other—please specify: _____ | ☐ | ☐ | ☐ | ☐ |

**Findings:** Several respondents commented on the fact that there was a difference between "issues/equipped with" and "carry or wear". They elaborated that officers were issued the equipment, but for items that were not required (e.g., 19b and 19c), it was their personal decision whether to carry or not. As with the previous questions, only the first column of the table was used, but some respondents commented that the N/A option was not visible because of the additional text associated with it. One respondent recommended adding Asp to 19b, while another noted that certain states did not allow body-worn cameras (19e). Flashlights, radio, cell phone, handcuffs/hobble restrains, tourniquets and metal detectors were among the items respondents felt were missing from the list.

**Recommendations:** Consider simplifying the question similarly to question 16 – remove the columns distinguishing between arrest powers and sworn status. If the goal of the question is to list every possible piece of equipment SROs have, consider adding the suggested items. Reword the question to read:

Which of the following items are issued to your agency's SROs to wear while on the school campus? *Please mark all that apply.*

Change 19b to read: Asp/baton

20. Do agency policies or agreements with schools require SROs to have regular meetings with school executive staff, such as the principal, while on assignment?

☐ Yes
☐ No

**_Findings:_** Almost all respondents commented that such meetings were not per policies or agreements.

**_Recommendations:_** If the goal of the question is to assess whether SROs have regular meetings with school staff, consider removing "agency policies or agreements with school require" from the question stem. However, if the goal of the question is to capture if such meetings are mandated by agency policies or agreements with schools, leave question as is.

21. According to agency policies or agreements with schools, when must an SRO inform school executive staff of the following? Please mark all that apply

| Action | Prior to action | Immediately following action | Following Action whenever practical | Not required to inform executive staff | No policy regarding communication of action |
|---|---|---|---|---|---|
| a. Stop, question, and interview of student/staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Conduct investigation | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Question students during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Question school employees during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Arrest of student during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Arrest of school employee during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Search premises | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Search student | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Use of force on student that does not result in arrest | ☐ | ☐ | ☐ | ☐ | ☐ |

**Findings:** Almost all respondents commented that there were no formal policies or agreements for most of the listed actions. One respondent noted that the response category "prior to action" may be interpreted as asking for permission. The distinction between "immediately following action" and "following action whenever practical" was not clear to respondents. The instructions to mark all that apply were overlooked. Several edits were suggested – adding "in official capacity as law enforcement" to 21a; adding "criminal" to 21b, and replacing "force" with "restrain" in 21i. Respondents felt that options 21g and 21h would apply only if there was a

criminal act in progress; otherwise searches were conducted by school administrators.

***Recommendations:*** Simplify the question to include four response options: prior to action, during, following action, and not required. If the goal of the question is to assess whether such actions are governed by agency policies or agreements with schools, leave question stem as is. However, if the goal of the question is to capture when SROs inform school staff regardless of policies and procedures, remove "according to agency policies or agreements with schools". Reword the question to read:

For each of the following actions, please indicate when SROs must inform school executive staff. *Please mark all that apply.*

| Action | Prior to action | During action | Following Action | Not required to inform executive staff |
|---|---|---|---|---|
| a.  Stop, question, and interview ….. | ☐ | ☐ | ☐ | ☐ |

Reword option 21a to read: Stop, question, and interview of student/staff in an official law enforcement capacity.

Reword option 21b to read: Conduct criminal investigation.

Reword option 21i to read: Use of restrain on student that does not result in arrest.

| **SRO Recruitment, Training, and Supervision** |
|---|

22. Do schools participate in the selection process when your agency recruits and hires SROs?

☐ Yes

→

☐ No **GO TO QUESTION 23**

***Findings:*** No issues. Only one respondent commented that he could answer for specific schools, but not sure if one response could apply agency-wide.

Recommendations: Leave as is.

22a. **[IF QUESTION 22 RESPONSE IS YES]** How does the school participate? Please mark all that apply.

☐ Through active recruitment of officers
☐ Through participation in requirements/selection criteria
☐ By reviewing SRO candidates prior to selection
☐ By providing feedback on SROs after placement to help determine a "good fit"
☐ Other—please specify: _____

***Findings:*** No issues.

***Recommendations:*** Leave question stem as is. For paper versions of the questionnaire, remove parenthesized instructions and use arrows to help respondents navigate to the correct question.

Italicize "Please mark all that apply."

Change the last response option to read "Other (please specify)" for consistency with previous questions.

23. How does your agency select officers for the SRO program? Please mark all that apply.

☐ Through an application process from within the department
☐ Through an application process external to the department (i.e. officers are hired specifically to be SROs)
☐ By nomination of officers from within the department
☐ Through assignment as part of regular duty schedule
☐ As a result of input and/or recommendations by school(s)/school district
☐ Other—please specify: _____

***Findings:*** There were no comprehension issues with this question; however, some respondents commented that this question should be asked of the school districts. A suggested addition to the response options was "recruit SROs from other agencies."

***Recommendations:*** Leave question stem as is. Italicize "Please mark all that apply."

Change the last response option to read "Other (please specify)" for consistency with previous questions.

24. Which entities provide training to officers in your LEA's SRO program? Please mark all that apply.

☐ Our agency itself
☐ NASRO and/or other national officer organizations'
☐ An office or department within our state
☐ Other—please specify: _____

***Findings:*** Some respondents were unclear whether this question referred to SRO-specific training. Several recommended spelling out LEA, as "LEA's SRO" looked strange in the question stem. When probed what was missing from the response options, cognitive interview participants mentioned state SRO organizations, community college courses, school districts, and through criminal justice statutes.

***Recommendations:*** Reword question to read: Which entities provide SRO-specific training to officers in your agency?

Italicize "Please mark all that apply."

Change the second response option to read: NASRO and/or other national or state organizations.

Add "School Districts" as a response option.

Change the last response option to read "Other (please specify)" for consistency with previous questions.

25. Does your agency provide training to its SROs on the following **law enforcement activities/topics**?
Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Law enforcement activity/topic | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Conducting law enforcement activities in schools | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Responding to calls for service on the school campus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Responding to incidents in the classroom | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Juvenile gangs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Social media monitoring/technology-related investigations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Use of deadly force | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Use of less lethal force | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. De-escalation strategies and techniques | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Findings:** Overall, respondents found the structure of the table very confusing and the separation among categories by sworn status and arrest powers was not obvious. Most respondents were unclear whether they could select more than one category for each activity/topic. Majority of respondents chose "any", utilizing only

the first column of the table (Sworn Officers with General Arrest Powers). Some commented that 25a and 25b overlap. One respondent suggested adding "student behavioral problems" as a sub-category, or at least provide as an example under 25h.

***Recommendations***: Provide a brief introduction before questions 25-27, so they do not seem repetitive to respondents. As recommended for previous questions, simplify the table to be a checklist of activities regardless of arrest powers or sworn status. Reword the question to read:

*The next set of questions is about training on law enforcement, prevention and planning, and social and behavioral topics offered to SROs by your agency.*

Which of the following **law enforcement** training topics are offered to SROs <u>by your agency</u>? Please indicate whether the topic is part of SRO-specific training, general training, or both.

| Law Enforcement Topic | SRO-specific Training | General Training |
|---|---|---|
| a.  Conducting law enforcement activities….. | ☐ | ☐ |

Remove 25b due to overlap with 25a.

26. Does your agency provide training to its SROs on the following **prevention and planning activities**?

Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Prevention and planning activity | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Crisis preparedness planning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Security audits/ assessments of school campuses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Truancy inter-vention and dropout prevention | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Bullying deterrence | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Special safety programs/ presentations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Findings:** This question had similar problems to the ones discussed for question 26. As noted before, "truancy intervention" was considered strictly a school district activity. One respondent felt that 26f should be split into subcategories.

***Recommendations***: As recommended for question 26, simplify the table to be a checklist of activities regardless of arrest powers or sworn status. Reword the question to read:

Which of the following **prevention and planning** training topics are offered to SROs <u>by your agency</u>? *Please indicate whether the topic is part of SRO-specific training, general training, or both.*

| Prevention and Planning Topic | SRO-specific Training | General Training |
|---|---|---|
| a. Crisis preparedness….. | ☐ | ☐ |

27. Does your agency provide training to its SROs on the following **social and behavioral topics**?

Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Social and behavioral topic | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Conducting mentoring activities, including advising staff, students, and/or families | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Positive school discipline | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Student mental health | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Cultural sensitivity and/or cultural competency | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Child/adolescent psychology/development | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Students with disabilities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Restorative justice (emphasis on school community, conflict resolution by repairing harm) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Findings:** This question had similar problems to the ones discussed for questions 25 and 26. Several respondents noted that school districts would handle most of the school and student-specific topics on the list, particularly 27b (at least five

respondents commented that it was unclear to them what it meant); several respondents mentioned that for 27e and 27f specially trained deputies would be called in when needed. At least two respondents were not familiar with the term "restorative justice" and suggested using "conflict resolution" if that was what it meant.

**Recommendations**: As recommended for questions 25 and 26, simplify the table to be a checklist of activities regardless of arrest powers or sworn status. Reword the question to read:

Which of the following **social and behavioral** training topics are offered to SROs by your agency? Please indicate whether the topic is part of SRO-specific training, general training, or both.

| Social and Behavioral Topic | SRO-specific Training | General Training |
|---|---|---|
| a.   Conducting mentoring activities….. | ☐ | ☐ |

Remove 27b.

Reword 27c to read: Mental health.

Consider removing 27e and 27f, given respondents' comments.

28. Do agency policies require supervisors to visit schools for the purpose of observing SROs on a periodic basis?
    - ☐ Yes
    - ☐ No ⟶ **GO TO QUESTION 29**

**Findings:** Most respondents noted that they did not have a formal policy and checked "No", despite the fact that they engaged in the behavior of interest.

**Recommendations:** Reconsider the goal of the question and if appropriate, remove "policies" from the question. Consider: Does your agency require supervisors to visit schools periodically in order to observe SROs?

28a. **[IF QUESTION 28 RESPONSE IS YES]** How often? Please mark only one

- ☐ Once a month
- ☐ At least twice a year
- ☐ Once a year
- ☐ Other—please specify:_____

**Findings:** Most respondents skipped this question, but commented that the frequency scale was on the high end and needed to be adjusted to weekly, or twice a month.

**Recommendations:** Revise response scale to read:

- ☐ At least once a week
- ☐ Several times a month
- ☐ Once a month
- ☐ Several times a year
- ☐ Once a year
- ☐ Other (please specify)_____

29. Does your agency collect data on any of the following measures related to the activities of SROs and the schools they serve?

|  | | Yes | No |
|---|---|:---:|:---:|
| a. | Number and/or type of suspensions recorded at school ............................ | ☐ | ☐ |
| b. | Number and/or type of property crimes reported at school ........................ | ☐ | ☐ |
| c. | Number and/or type of substance violations recorded at school (e.g. possession, use, buying/selling) ..................................................................... | ☐ | ☐ |
| d. | Number and/or type of reports of violence at school .................................. | ☐ | ☐ |
| e. | Number and/or type of arrests made by SRO .............................................. | ☐ | ☐ |
| f. | Number and/or type of citations issued by SRO .......................................... | ☐ | ☐ |
| g. | Number and/or type of classes/programs taught by SRO ............................ | ☐ | ☐ |
| h. | Number and/or type of mentoring activities performed by SRO ................ | ☐ | ☐ |
| i. | Outreach to faculty/staff performed by SRO .............................................. | ☐ | ☐ |
| j. | Outreach to parents/community performed by SRO ................................... | ☐ | ☐ |
| k. | Number and/or type of use of force incidents ............................................. | ☐ | ☐ |

**Findings:** Several respondents commented that most of the listed items were not collected by their agencies, but the agencies had access to them. Some mentioned that such data were provided in reports and it would be extremely burdensome to quantify the information from these reports if they were asked to do so. Some respondents commented that 29a and 29d were not tracked, unless there was a criminal issue. One respondent mentioned that "outreach" in 29g and 29h implied that SROs were helping, rather than teaching. Another respondent noted that SROs kept records of arrests, but not on the specific use of force (29k). When probed what was missing from the list, respondents mentioned diversion programs and restorative justice.

**Recommendations:** Reword question to read: Does you agency have access to data on any of the following measures related to SRO activities in the schools they serve?

Replace "outreach" in 29i and 29j with "mentoring".

30. In addition to this survey, we provided you with a form to list all of the sworn officers with general arrest powers from your jurisdiction who are primarily assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

Are you willing to provide this information?

☐ Yes—please complete the Officer Roster Form
☐ No—please indicate why you are not willing to provide this information:

_____

**Findings:** Majority of respondents were willing to provide this information, but said they would need to first look at the survey. It was clear that most did not understand the purpose of the roster, as they suggested they would send out the survey to SROs. Several respondents noted that they would need to get approvals from their Chief or the agency legal department. Some mentioned that they would rather provide names than badge numbers; other mentioned that they no longer had badge numbers, but employee IDs and radio IDs. As in question 8, many respondents mentioned that they do would not have the race/ethnicity details outlined in the roster. For respondents with more than 5 SROs, it was unclear what to do when they ran out of space.

**Recommendations:** Streamline roster instructions to read:

Please use the table below to list all of the sworn officers from your jurisdiction who are primarily assigned to work in **K-12 public schools**. *We will use this list to randomly select SROs to participate in a survey about activities performed by sworn law enforcement officers assigned to schools. We will provide you with survey packets to distribute to the randomly selected officers approximately 3 weeks after you return this form.*

*Please provide any type of identifying information that will help YOU identify the officers once they have been randomly selected.*

| SRO Roster | | |
|---|---|---|
| Officers Initials OR other identifying information that **you** can link directly to each SRO | Record the race/Hispanic origin of each SRO using the letter corresponding to the correct category below:<br>A. White, non-Hispanic<br>B. Black or African American, non-Hispanic<br>C. Hispanic or Latino<br>D. American Indian or Alaska Native, non-Hispanic<br>E. Asian, non-Hispanic<br>F. Native Hawaiian or Other Pacific Islander, non-Hispanic<br>G. Two or more races<br>H. Unknown | SRO's Gender |
| 1. | | Male ☐    Female ☐ |
| 2. | | Male ☐    Female ☐ |
| 3. | | Male ☐    Female ☐ |
| 4. | | Male ☐    Female ☐ |
| 5. | | Male ☐    Female ☐ |

Overall, respondents had no concerns related to the questionnaire content. Some reiterated, that they would want to see the SRO questionnaire before asking employees to complete it. Respondents felt the effort required to complete the survey was minimal and most estimated that it would take around 30 min to complete. When asked specifically whether gathering information from different sources would be challenging, most respondents felt that they already had all the information needed to complete the survey, but several mentioned that they would need to contact other sources to complete the roster (especially the race/ethnicity section). When probed whether they would be willing to participate in the eventual SLEPS main study, all respondents said they would, stressing the importance of collecting such data, being proud of their SRO program, and being interested in the results.

### *2.3.2 SRO Questionnaire*

The SRO questionnaire was completed by 18 respondents – 13 were from local police departments, 3 were from Sheriff's offices, and 2 came from a school-based LEAs. In 13 of those agencies the SRO program was established prior to 2008. We interviewed 3 female and 15 male respondents. Overall, the questionnaire did not have many problems. Respondents were confused how to answer the series of questions on annual training and found the question about time distribution challenging. This section outlines each question, followed by findings and recommended changes.

| **SRO Characteristics** |
|---|

1. Approximately how many years have you served as a sworn law enforcement officer? Please mark only one
    - ☐ Less than 1 year
    - ☐ 1–2 years
    - ☐ 3–5 years
    - ☐ 6–10 years
    - ☐ More than 10 years

***Findings:*** No issues.

***Recommendations:*** Leave as is.

2. Approximately how many years have you worked as an SRO **in your career**? Please count the total number of years you've worked as an SRO even if you held other positions at times. Please mark only one
    - ☐ Less than 1 year
    - ☐ 1–2 years
    - ☐ 3–5 years
    - ☐ 6–10 years
    - ☐ More than 10 years

***Findings:*** No issues.

***Recommendations:*** Leave as is.

3. Approximately how many years have you worked as an SRO **at your current assignment**? Please mark only one

      ☐ Less than 1 year
      ☐ 1–2 years
      ☐ 3–5 years
      ☐ 6–10 years
      ☐ More than 10 years

***Findings:*** No issues.

***Recommendations:*** Leave as is.

4. Do you currently hold a National SRO Practitioner Certificate from the National Association of School Resource Officers (NASRO)?

      ☐ Yes
      ☐ No

***Findings:*** Not all respondents were familiar with NASRO and respondents who had gone through SRO training were not sure whether their certificate was NASRO or not. Most respondents mentioned their state associations and certifications; some noted that there was no need for a NASRO certificate once you had a state certificate. One respondent commented that "practitioner" implied that he would be a NASRO instructor, but no one else misinterpreted this question.

***Recommendations:*** Leave as is. Depending on the analytic goal of the question, consider adding "or your state association."

5. Are you currently assigned as an SRO? Please mark only one

      ☐ During part of the school year
      ☐ During the full traditional school year
      ☐ Year-round

***Findings:*** One respondent answered the question without considering the response options, pointing to a mismatch between the question stem (requiring a Yes/No response format) and the response categories.

***Recommendations:*** Revise the question to read: For what part of the year are you currently assigned as an SRO?

6. How many schools are you currently assigned to as an SRO? Please mark only one

☐ One
☐ Two
☐ Three
☐ Four
☐ Five or more

**Findings:** At least three respondents noted that SROs who help out at schools other than their assigned ones, or are "rovers" (going where needed) would have difficulty answering this question.

**Recommendations:** Revise the question and instructions to read: To how many schools are you currently assigned as an SRO? *Please do not include schools where you might be called in to help, but are not part of your official assignment.*

7. What type of school are you currently assigned to?

If you are assigned to more than one school, please answer based on the school you work in most of the time. If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.

☐ Elementary school
☐ Middle/junior high school
☐ High school
☐ Other. Please specify: _____
☐ Don't know

**Findings:** Several respondents did not read the instructions and selected more than one response option. Some respondents mentioned that in rural areas elementary through high school would be in the same building.

**Recommendations:** Revise the question to reflect proper grammatical structure; revise and italicize instructions:

To what type of school are you currently assigned as an SRO? *If your assigned school does not fall immediately into one of the categories below, please consider the highest grade offered. If you are assigned to more than one school, please answer for the school where you spend most of your time or where you worked most recently.*

Revise "other" to read: Other (please specify)_____

Remove "Don't" know from the response options.

7a.   Is this school a…

|  | Yes | No | Don't know |
|---|---|---|---|
| a.   Charter schools ......................................................... | ☐ | ☐ | ☐ |
| b.   Alternative schools ................................................. | ☐ | ☐ | ☐ |

**Findings:** The definition of "alternative school" varied across respondents – several thought alternative schools were schools for children with special needs where they could get a job training; others considered it to be a secondary school for students with learning disabilities, that follows a different education program; yet others thought it was a school for students with behavioral problems who might be expelled from other schools.

**Recommendations:** Provide a definition of "alternative school" consistent with the analytic goal of the question.

Consider removing "Don't" know from the response options as it provides an easy way out for respondents.

7b.   On average, how many hours per week do you work at this school? _____

**Findings:** Some respondents provided ranges. Several respondents commented that depending on the time of the year (when SROs might have many extra-curricular activities), this question might be hard to answer.

**Recommendations:** Leave as is as the question is asking about an average estimate.

**SRO Training**

8. Please indicate if you have received any training on the following law enforcement activities/topics, and if so, if you receive training on an annual basis.

| Law Enforcement Activity | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|---|---|
| a. Conducting law enforcement activities in schools ................................................ | ☐ | ☐ |
| b. Responding to calls for service on the school campus ................................................ | ☐ | ☐ |
| c. Responding to incidents in the classroom .......... | ☐ | ☐ |
| d. Juvenile gangs .................................................. | ☐ | ☐ |
| e. Social media/technology-related investigations . | ☐ | ☐ |
| f. Use of deadly force........................................... | ☐ | ☐ |
| g. Use of less lethal force ..................................... | ☐ | ☐ |
| h. De-escalation strategies and techniques ............. | ☐ | ☐ |

**Findings:** Most respondents had a hard time with "training on an annual basis". They noted that they have annual department mandated courses and some topics were discussed, but there were no specific trainings on them per se. Some respondents considered 8a too broad, while 8c was found to be too specific (especially in the context of training). Some suggested changing 8g to "gang training", as "juvenile gang training" was too specific. At least one respondent noted that 8f and 8g were covered in the same training. When probed if something was missing from the list, respondents mentioned: Crisis Intervention Training (including mental health issues), drug recognition signs, ALICE (Alert, Lockdown, Inform, Counter, and Evacuate), bullying intervention, relationship building, multicultural training, restorative judgement, interviewing and interrogating (including interviewing of victims of a physical or sexual assault).

**Recommendations:** Include a lead-in to questions 8-10, so they do not seem repetitive to respondents. Revise question to ask about most recent and general training. (If the goal of the question is to distinguish between SRO-specific and general training, indicate "SRO-specific training" in the question stem.) Revise to read:

*The next set of questions is about your recent and general training on law enforcement, prevention and planning, and social and behavioral topics.*

8a.   Please indicate whether each of the following **law enforcement topics** were covered in your most recent training, your general training, or both:

| Law Enforcement Topic | Recent Training | General Training |
|---|:---:|:---:|
| a. Conducting law enforcement activities in schools ................................................................. | ☐ | ☐ |

Reword 8d to read: Gangs

Depending on the analytic goals, consider merging 8f and 8g into one category "Use of force."

Add "Crisis Intervention."

Consider adding an "Other (please specify)" response category.

9.   Please indicate if you have received any training on the following prevention and planning activities, and if so, if you receive training on an annual basis.

| Topic | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|:---:|:---:|
| a. Crisis preparedness planning ............................... | ☐ | ☐ |
| b. Security audits/assessments of school campuses............................................................... | ☐ | ☐ |
| c. Truancy intervention and dropout prevention .... | ☐ | ☐ |
| d. Bullying deterrence ............................................ | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ |
| f. Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution ............................................................. | ☐ | ☐ |
| g. Special safety programs/ presentations .............. | ☐ | ☐ |

***Findings:*** Similarly to question 8, respondents had a hard time with "training on an annual basis". One respondent commented that 9a was ambiguous and suggested "critical incidents" instead. Several respondents mentioned that SROs performed safety checks rather than audits (8b). Similarly to the LEA interviews, respondents commented that truancy intervention was something conducted by the schools. One respondent felt that 9f would be a better fit for question 8 and could be broken into its subparts. Some respondents found 9g ambiguous and questioned whether crisis preparedness and ALICE would fall under that topic. "Suicide prevention" was one of the suggested topics to be added to the list.

***Recommendations:*** Revise question to ask about most recent and general training (see recommendation for question 8). (If the goal of the question is to distinguish between SRO-specific and general training, indicate "SRO-specific training" in the question stem.) Revise to read:

Please indicate whether each of the following **prevention and planning topics** were covered in your most recent training, your general training, or both:

| Prevention and Planning Topic | Recent Training | General Training |
|---|:---:|:---:|
| a.  Crisis Preparedness Planning ............................. | ☐ | ☐ |

Revise 9b to read: Security checks/assessment of school campuses

Consider removing 9c.

Consider rewording 9g to include "for students and teachers".

Consider adding "Suicide prevention"

Consider adding an "Other (please specify)" response category.

10. Please indicate if you have received any training on the following social and behavioral topics, and if so, if you receive training on an annual basis.

| Topic | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|---|---|
| a. Conducting mentoring activities, including advising staff, students, and/or families ............. | ☐ | ☐ |
| b. Positive school discipline ................................. | ☐ | ☐ |
| c. Student mental health ........................................ | ☐ | ☐ |
| d. Cultural sensitivity and/or cultural competency ........................................... | ☐ | ☐ |
| e. Child/adolescent psychology/development ........ | ☐ | ☐ |
| f. Students with disabilities ................................. | ☐ | ☐ |
| g. Restorative justice (emphasis on school community, conflict resolution by repairing harm)................................................................. | ☐ | ☐ |

**Findings:** Similarly to questions 8 and 9, respondents had a hard time with "training on an annual basis". Several respondents commented that 10b was something schools rather than SROs dealt with and at least four respondents questioned the term "restorative justice". When probed what was missing from the list, some suggested LGBT issues and race issues.

**Recommendations:** Revise question to ask about most recent and general training (see recommendation for questions 8 and 9):

Please indicate whether each of the following **social and behavioral topics** were covered in your most recent training, your general training, or both:

| Social and Behavioral Topic | Recent Training | General Training |
|---|---|---|
| a. Conducting mentoring activities......................... | ☐ | ☐ |

Consider removing 10b.

**SRO Activities**

11. Which of the following **law enforcement activities** did you perform on or around school grounds in the past month? Please mark all that apply

&#9744; Patrolled school facilities
&#9744; Issued citations
&#9744; Responded to calls for service at the school
&#9744; Responded to incidents in the classroom
&#9744; Emergency management/Crisis preparedness planning
&#9744; Security audits/ assessments of school campuses
&#9744; Confiscated weapons
&#9744; Confiscated drugs
&#9744; Conducted searches
&#9744; Made arrests
&#9744; None

***Findings:*** The reference period for this question (past month) was largely ignored and most responses were for the past year, likely influenced by the preceding questions. Some respondents found citations to be ambiguous and questioned whether we were interested in criminal, or traffic citations. Most respondents noted that SROs did not conduct searches, but could be present when searches were performed. One respondent commented that security audits/assessment of school campuses had to be separate categories. When probed what was missing from the response options, participants mentioned drug paraphernalia, K-9, traffic control and direction, welfare checks, review of court paperwork, review of restraining orders, counseling kids (central intake), and restorative practice.

***Recommendations:*** Introduce the reference period in the beginning of this section, along with the three topic areas that will be discussed: *The next set of questions is about activities you performed in the past month. We are interested in law enforcement, mentoring, and teaching activities.*

Add "crime" to "issued citations."

Consider removing "conducted searches"

Replace the last category ("None") with "Other (please specify)".

12. Which of the following **mentoring activities** did you perform on or around school grounds in the past month?

   Please mark all that apply

   ☐ Truancy intervention
   ☐ Supervised/ coordinated non-athletic extracurricular activities
   ☐ Field trip chaperone
   ☐ Coached athletic programs
   ☐ Advised school staff, students, or families (one-on-one, in a group, etc.)
   ☐ None

***Findings:*** The reference period for this question was considered too short by some – respondents recommended using the past 3 months, or the school year. Several respondents considered supervising a game to fall under "coached athletic programs." A suggested category to be added was "Reserve Officer Training Corps."

***Recommendations:*** Depending on the analytic goal of the question, keep the reference period consistent with other questions.

Add a category for "Supervised/coordinated athletic activities."

Replace "None" with "Other (please specify)".

13. Which of the following **teaching activities** did you perform on or around school grounds in the past month?

   Please mark all that apply

   ☐ Taught students about drugs, legal issues, safety, crime awareness, or conflict resolution in a classroom setting
   ☐ Special school-wide safety programs/presentations
   ☐ Faculty/staff in-service presentations
   ☐ Parent organization presentations
   ☐ None

***Findings:*** The time reference period for this question was considered too short. One respondent suggested removing "classroom setting" from the first response

option, as he did teach students, but not strictly in a classroom setting. Another respondent commented that "faculty/staff in-service presentations" was unclear.

***Recommendations:*** Depending on the analytic goal of the question, keep the reference period consistent with other questions.

Replace "None" with "Other (please specify)".

14. Approximately what percentage of your duty time was spent on the following in-school activities **over the past month**?

If you do not perform an activity, enter "0". The total of all activities should be 100%.

| Activity | Percentage (out of 100) |
|---|---|
| a.  Conducting law enforcement activities | _____ |
| b.  Conducting mentoring activities with students/staff/families | _____ |
| c.  Conducting teaching activities | _____ |
| d.  Administrative functions/paperwork related to the above activities | _____ |
| e.  Other. Please specify:_____ | _____ |
| Total | **100%** |

***Findings:*** This was not an easy task for respondents, but in general, they were encouraged by "approximately what", suggesting that an estimate rather than exact number was needed. Some respondents were unclear how to count downtime, as their mere presence in the building could be counted as "law enforcement." One respondent was not sure where to count "developing relationships with the kids" (e.g., playing football during recess) and considered it under 14b. Those who used the "Other- please specify" category included "supervision" and "security (conducting reviews and advising schools)."

***Recommendations:*** Leave question stem and categories as is. Italicize instructions.

44

15. Please check the appropriate boxes to indicate whether you have arrested any student(s) for the following offenses in the last 12 months.

| Offense | Performed an arrest in the last 12 months? | |
|---|---|---|
| | Yes | No |
| a. Drug possession | ☐ | ☐ |
| b. Drug distribution | ☐ | ☐ |
| c. Weapon possession | ☐ | ☐ |
| d. Weapon use | ☐ | ☐ |
| e. Theft | ☐ | ☐ |
| f. Threats against students | ☐ | ☐ |
| g. Threats against faculty | ☐ | ☐ |
| h. Threats against school facility | ☐ | ☐ |
| i. Fighting with students | ☐ | ☐ |
| j. Assault on school staff/faculty/security/SROs | ☐ | ☐ |
| k. Disorderly conduct | ☐ | ☐ |
| l. Failure to obey a police officer | ☐ | ☐ |
| m. Other. Please specify:_____ | ☐ | ☐ |

**Findings:** One respondent noted that the question should be asking about an arrest or citation; another suggested to replace "arrest" with "diversion." Some respondents mentioned that 15k may not apply everywhere due to state laws (e.g., CA and TX). One participant suggested removing "with students" from 15i. When probed what was missing from the list, respondents added arrest for pulling fire arms, cyber/social media crimes, Internet solicitation/sexting/child pornography, and trespassing.

**Recommendations:** An actual question is missing – revise to read: During the past 12 months, have you arrested any student(s) for the following offences:

| | Yes | No |
|---|---|---|
| a. Drug possession | ☐ | ☐ |

Change 15i to read "Fighting."

Change 15m to read "Other (please specify)_____" for consistency with other questions.

16. In situations where you arrest a student, what role does the school administration play in your arrest decisions? Please mark only one

- ☐ No impact, as arrest determination made solely by myself or other sworn personnel
- ☐ Memorandum of understanding or other agreement specifies situations where the school can have influence over my arrest decisions
- ☐ School administration reviews all arrest-eligible incidents and can provide input regarding my arrest decision
- ☐ SROs do not have arrest powers in my assigned school
- ☐ Other. Please specify: _____

**Findings:** At least two respondents noted clear boundaries between school and police issues and found this question irrelevant.

**Recommendations:** Depending on the analytic goal of this question, leave as is.

17. Do you speak another language, aside from English?

- ☐ Yes—Please specify: _____
- ☐ No

17a. **[IF QUESTION 17 = YES]** Is this other language useful when interacting with students in the school you are assigned?

- ☐ Yes
- ☐ No

**Findings:** No issues.

**Recommendations:** Leave question 17 as is. Remove parenthesized instructions from 17a and use arrows to navigate respondents to the next question if a paper version is offered.

## Primarily Assigned School Characteristics

If you are an SRO assigned to more than one school, please answer the following questions based on the school where you spend the majority of your time during your typical shift.

If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.

***Findings:*** Many respondents did not read the instructions and those who did and were assigned to one school were not clear where to go next and incorrectly skipped question 18.

***Recommendations:*** Streamline instructions and add after question 18, so they are not overlooked.

18. A gang is an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

    Are there known gangs at your primarily assigned school?
    - ☐ Yes
    - ☐ No
    - ☐ Don't know

***Findings:*** Majority of respondents found the definition of a gang unnecessary, noting that all officers would know what was a gang. Even though respondents shared the same definition, some commented that it should be looser for schools and "illegal or violent behaviors" should be removed. One respondent (who was confused by the introductory instructions and incorrectly skipped the question) suggested that the question should ask about the school district, rather than a particular school.

***Recommendations:*** Consider removing the definition of a gang and moving a streamlined version of the introductory instructions after the question:

Are there known gangs in your primarily assigned school? *If you are assigned to more than one school, please answer for the school where you spend most of your time or where you worked most recently.*

19. Excluding yourself, how many SROs share your shift at your primarily assigned school?

_____

***Findings:*** Several respondents misread "excluding" as "including" and reported inaccurately. One respondent was unclear whether to count "police in schools" officers (non-certified school officers). "Share your shift" was interpreted as "are assigned" to the same school, rather than during the same shift.

***Recommendations:*** Reword the question to read: Not counting yourself, how many SROs share your shift at your primarily assigned school?

If how many SROs share a shift is not of analytical importance, but rather how many SROs are assigned to a school, reword the question to read: Not counting yourself, how many SROs are assigned to your primary school?

20. Other than SROs, what security measures are in place at your primarily assigned school?

Please mark all that apply

- ☐ Student dress code/uniform
- ☐ Closed campus (students not allowed leave during school hours without permission)
- ☐ Controlled access to school grounds (e.g. locked or monitored gates)
- ☐ Controlled access to school buildings during school hours (e.g. locked or monitored doors)
- ☐ Random sweeps for contraband (e.g. drugs, weapons), including dog sniffs
- ☐ School-issued student IDs
- ☐ Metal detectors
- ☐ Security camera(s) to monitor school buildings and/or grounds
- ☐ Structured anonymous threat reporting system (e.g. online submission, text messaging, telephone hotline)
- ☐ School security guards, nonsworn
- ☐ Other means of restricting access—Please specify: _____
- ☐ Other measures not listed—Please specify: _____

***Findings:*** There were no issues with this question. One respondent was concerned about revealing too much information about security measures and said he would provide responses only if the request was coming from BJS. Respondents who utilized the "Other (please specify)" category mentioned visitor passes and paper incident forms (in addition to online submissions already listed in the response options).

***Recommendations:*** Leave as is.

21. Restorative practices build a sense of school community and resolve conflict by repairing harm and restoring positive relationships. Positive Behavioral Interventions and Supports (PBIS) is a school-wide intervention that teaches school staff to recognize, monitor, and reward appropriate student behaviors and to provide consistent sanctions for rule violations.

    Are you involved in the process of engaging students in restorative practices and/or PBIS at your primarily assigned school?

    ☐ Yes
    ☐ No
    ☐ Don't know/not familiar with these practices

**Findings:** Not everyone was familiar with PBIS. One respondent was unclear how to answer if this was done to a degree – he suggested including a "somewhat" option.

**Recommendations:** Leave as is.

22. We would like to obtain information about the school you primarily work in by linking to data that has been collected about that school in other surveys. In order to access information about the school we will need to know the name of the school. We will only use the name of the school to access information collected from other surveys about the characteristics of that particular school (i.e. the size and composition of the student population) and will not release your data to any agency or individual who is not directly involved with our research. The Bureau of Justice Statistics (BJS) will use this information for research purposes only.

    School Name _____

    City_____ State_____

**Findings:** Overall, respondents did not have concerns providing the school name, but at least two participants said that they would need to get the school's approval, while others mentioned permission from supervisor.

**Recommendations:** Leave as is.

Overall, respondents had no concerns related to the questionnaire content. Respondents felt the effort required to complete the survey was minimal and several estimated that it would take no more than 30 min to complete. When asked specifically whether gathering information from different sources would be challenging, most respondents felt that they did not need to do that as they had all the information needed to complete the survey. When probed whether they would

be willing to participate in the eventual SLEPS main study, only one respondent said he would not, providing length as the main reason. Most respondents noted that they would need supervisor permission to complete the survey, but said they saw value in the results.

# Appendix A:
# SLEPS LEA Survey Cognitive Interviewing Protocol

Interview ID: _____ [Example: Int#1 RTI]

Date of Interview: _____

## INTRODUCTION

<span style="color:red">READ THE INTRODUCTION:</span>

Thank you for agreeing to participate in this interview and fill out the survey form.  The survey is designed to collect information on a wide range of topics related to School Resource Officer programs.  The purpose of our interview today is to evaluate our survey questions pertaining to the characteristics of your law enforcement agency and its school resource officer program.  The study is sponsored by the Bureau of Justice Statistics.  Today, we are hoping to get your feedback and opinions on these questions, as well as your thoughts on whether you were able to answer them.

This is how it will work. I would like you to read the questions out loud and tell me your response. If you find anything confusing or if the question is challenging to answer, please let me know. As you complete the questionnaire, I may ask you some follow-up questions. Please feel free to tell me anything that comes to mind or ask me anything you are unclear about. We are very interested in finding out which questions needed a lot of effort to answer, which ones confused you, and which ones you were not able to answer at all. Your participation in this interview is very important because it will help us improve the questionnaire.  Before we begin, please take a moment to read the consent form that I emailed you.

Do you have any questions? Do I have your consent to continue with the interview?

> 1. Yes
> 2. No – *END INTERVIEW*

OK let's begin.

## Instructions

- This survey should be completed by a representative who is most knowledgeable about your agency's employment of and policies regarding law enforcement officers working in schools.

- This survey uses the following terms and definitions:

  o School Resource Officer (SRO): any officer who is primarily assigned to any public K-12 schools, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question

  o SRO program: your agency's employment of officers who are primarily assigned to any K-12 public schools, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (42 USC 3732), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

### *Burden Statement*

Federal agencies may not conduct or sponsor an information collection, and a person is not required to respond to a collection of information, unless it displays a currently valid OMB Control Number. Public reporting burden for this collection of information is estimated to average 2 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531.

## Law Enforcement Agency Characteristics

1. Which best describes your agency? Please mark all that apply.

   ☐ Police department, municipal
   ☐ Police department, county
   ☐ State/highway department
   ☐ Sheriff's Office
   ☐ Tribal
   ☐ Independent School District
   ☐ Other (please specify): _____

   INTERVIEWER: NOTE WHETHER THEY SELECTED ONE OR MORE THAN ONE
   RESPONSE OPTION. IF MORE THAN ONE – PROBE Why?

2. As of August 31, 2016, how many sworn full-time officers with general arrest powers does
   your agency employ? _____

   PROBE: How easy or difficult was it to answer the question?

3. As of August 31, 2016, how many of the following full-time and/or part-time officers are primarily assigned to any public K-12 schools?

| | Number of full-time officers | Number of part-time officers |
|---|---|---|
| a. Sworn officers with general arrest powers ..................... | _____ | _____ |
| b. Sworn officers with limited arrest powers ..................... | _____ | _____ |
| c. Nonsworn officers ............................................... | _____ | _____ |
| d. **Total** ........................................................ | _____ | _____ |

**IF 0 FULL-TIME OFFICERS—GO TO
END OF SURVEY**

PROBE: How easy or difficult was it to answer the question?

PROBE: How would you access the information needed to answer this question?

4. Do any of these sworn officers **with general arrest powers** (number reported in item 3a) who are primarily assigned to public K-12 schools…

|  | **Yes** | **No** | **None employed** |
|---|---|---|---|
| a. carry a firearm while working in schools?.................. | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? .................. | ☐ | ☐ | ☐ |

5. Do any of these sworn officers **with limited arrest powers** (number reported in item 3b) who are primarily assigned to public K-12 schools…

|  | Yes | No | None employed |
|---|---|---|---|
| a. carry a firearm while working in schools?.................. | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? .................. | ☐ | ☐ | ☐ |

6. Do any of these **nonsworn officers** (number reported in item 3c) who are primarily assigned to public K-12 schools…

|  | Yes | No | None employed |
|---|---|---|---|
| a. wear a uniform while working in schools? .................. | ☐ | ☐ | ☐ |

7. Do any of the following officers receive specialized School Resource Officer (SRO) training?

|  | Yes | No | None employed |
|---|---|---|---|
| a. Sworn officers with general arrest powers.................. | ☐ | ☐ | ☐ |
| b. Sworn officers with limited arrest powers .................. | ☐ | ☐ | ☐ |
| c. Nonsworn officers........................................................ | ☐ | ☐ | ☐ |

| SRO Program Characteristics |
|---|

8.  Enter the number of SROs in your agency by race/Hispanic origin and sex, regardless of sworn status, arrest powers, and employment status:

| | Male | Female |
|---|---|---|
| a. White, not of Hispanic origin | _____ | _____ |
| b. Black or African American, not of Hispanic origin | _____ | _____ |
| c. Hispanic or Latino | _____ | _____ |
| d. American Indian or Alaska Native, not of Hispanic origin | _____ | _____ |
| e. Asian, not of Hispanic origin | _____ | _____ |
| f. Native Hawaiian or Other Pacific Islander, not of Hispanic origin | _____ | _____ |
| g. Two or more races | _____ | _____ |
| h. Race/Hispanic origin not known | _____ | _____ |
| **TOTAL SROs (SUM OF A–H)** | _____ | _____ |

PROBE: How easy or difficult would it be for you to provide this information? Do you currently have this information or would you have to design a report in order to get this information?

PROBE: Would your agency be willing to provide this information?

9.  In what year did your agency's SRO program start? _____

10. What is the funding source for your SRO program? Please mark all that apply

☐ Federal grant
☐ State/Local grant
☐ Law enforcement agency
☐ School district
☐ Other—please specify: _____

11. How many of the following types of schools are served by your SRO program? If none, please enter '0'

**Number**

    a. Elementary schools ............................................................................... _____

    b. Middle/Junior high schools................................................................ _____

    c. High schools ....................................................................................... _____

PROBE IF NEEDED: How easy or difficult was it to answer the question?

PROBE IF NEEDED: How would you access the information needed to answer this question?

PROBE IF NEEDED: How confident are you in your answer?

11a. Are any of the schools served by your SRO program…

| | Yes | No | Don't know |
|---|---|---|---|
| a. Charter schools ........................................................ | ☐ | ☐ | ☐ |
| b. Alternative schools ................................................. | ☐ | ☐ | ☐ |

12. Does your SRO program serve private schools?

☐ Yes
☐ No

13. In general, do officers in your agency perform SRO functions as a continuous assignment or do they rotate to other assignments at times?

☐ Continuous assignments ⟶ **GO TO QUESTION 14**
☐ Rotate to other assignments at times

PROBE: Can you tell me in your own words what this question is asking?

13a. **[IF QUESTION 13 RESPONSE IS ROTATE]** How often do these rotations occur?
Please mark only one

☐ Only during summer when school is not in session.
☐ Every year
☐ Every few years
☐ Rotations occur on an individual basis with each SRO
☐ Other—please specify: _____

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## SRO Policies and Responsibilities

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14. What form of agreement is in place between your agency's SRO program and the
school(s)/school districts? Please mark all that apply.

☐ Memorandum of understanding (MOU)
☐ Contractual agreement, such as through a grant or other basis
☐ Legislation
☐ Verbal agreement
☐ Other—please specify: _____
☐ There is no formal agreement

15. Please consider the policies guiding your SRO program when completing the following questions. Select the **most appropriate** category below, when answering questions about your program's characteristics.

Please mark only one for each row. If there is an MOU in place between your agency and the school district, please provide a copy.

| SRO program characteristic | Addressed within a formal contract or MOU between your agency and the school district | No formal contract but decided with input from the school district | Addressed solely through internal law enforcement agency policy with no input from the school district |
|---|:---:|:---:|:---:|
| a. The number of officers in your SRO program | ☐ | ☐ | ☐ |
| b. The schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | ☐ | ☐ | ☐ |
| c. The role of officers in your SRO program | ☐ | ☐ | ☐ |
| d. The expectations regarding citations and referrals by officers in your SRO program | ☐ | ☐ | ☐ |
| e. The primary areas of focus (e.g., education, mentoring, gangs, drugs, etc.) by officers in your SRO program | ☐ | ☐ | ☐ |
| f. Expectations regarding collaboration with school administration and teachers by officers in your SRO program | ☐ | ☐ | ☐ |
| g. Expectations for working with students and parents by officers in your SRO program | ☐ | ☐ | ☐ |
| h. Procedures for resolving disagreements between school administrators and officers in your SRO program | ☐ | ☐ | ☐ |

PROBE: Would your agency be willing to provide a copy of the MOU for this survey?

PROBE: Were there any parts of this question that were unclear or confusing?

INTERVIEWER: NOTE WHETHER THEY RE-READ RESPONSE CATEGORIES (WHICH ONES)?

16. Indicate whether each law enforcement activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts.
Please mark all that apply.

| Law enforcement activity | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| | Sworn officers with general arrest powers | Sworn officers with limited arrest powers | Nonsworn officers |
| a. Patrolling school facilities | ☐ | ☐ | ☐ |
| b. Issuing citations | ☐ | ☐ | ☐ |
| c. Responding to calls for service on the school campus | ☐ | ☐ | ☐ |
| d. Emergency management/crisis preparedness planning | ☐ | ☐ | ☐ |
| e. Security audits/assessments of school campuses | ☐ | ☐ | ☐ |
| f. Making arrests | ☐ | ☐ | ☐ |
| g. Responding to incidents in the classroom | ☐ | ☐ | ☐ |

PROBE: Were there any parts of this question that were unclear or confusing?

PROBE: Do you have any recommendations for how to change this question?

17. Indicate whether each mentoring activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts. Please mark all that apply.

| | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| **Mentoring activity** | **Sworn officers with general arrest powers** | **Sworn officers with limited arrest powers** | **Nonsworn officers** |
| a. Truancy intervention | ☐ | ☐ | ☐ |
| b. Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ | ☐ |
| c. Field trip chaperone | ☐ | ☐ | ☐ |
| d. Coaching athletic programs | ☐ | ☐ | ☐ |
| e. Advising school staff, students, or families (one-on-one, in a group, etc.) | ☐ | ☐ | ☐ |

18. Indicate whether each teaching activity is performed by any of your agency's SROs, as defined by agency policies or agreements with their assigned schools/school districts. Please mark all that apply.

| | Type of SRO Performing Each Activity | | |
|---|---|---|---|
| **Teaching activity** | **Sworn officers with general arrest powers** | **Sworn officers with limited arrest powers** | **Nonsworn officers** |
| a. Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution | ☐ | ☐ | ☐ |
| b. Special safety programs / presentations | ☐ | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ | ☐ |

19. Please indicate whether the following items are worn or carried by any of your agency's SROs while on the school campus.
Please mark all that apply.

| Item | Type of SRO Wearing or Carrying the Item | | | |
|---|---|---|---|---|
| | Sworn officers with general arrest powers | Sworn officers with limited arrest powers | Nonsworn officers | N/A; Officers do not wear or carry this item |
| a. A regulation uniform identical or highly consistent with your agency's standard uniform | ☐ | ☐ | ☐ | ☐ |
| b. Baton/nightstick | ☐ | ☐ | ☐ | ☐ |
| c. OC Spray/foam | ☐ | ☐ | ☐ | ☐ |
| d. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ | ☐ |
| e. Body-worn camera | ☐ | ☐ | ☐ | ☐ |
| f. Firearm | ☐ | ☐ | ☐ | ☐ |
| g. Other—please specify: _____ | ☐ | ☐ | ☐ | ☐ |

PROBE: Were there any parts of this question that were unclear or confusing?

PROBE: Do you have any recommendations for how to change this question?

20. Do agency policies or agreements with schools require SROs to have regular meetings with school executive staff, such as the principal, while on assignment?

☐ Yes
☐ No

21. According to agency policies or agreements with schools, when must an SRO inform school executive staff of the following? Please mark all that apply

| Action | Prior to action | Immediately following action | Following Action whenever practical | Not required to inform executive staff | No policy regarding communication of action |
|---|---|---|---|---|---|
| a. Stop, question, and interview of student/staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Conduct investigation | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Question students during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Question school employees during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Arrest of student during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Arrest of school employee during school hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Search premises | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Search student | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Use of force on student that does not result in arrest | ☐ | ☐ | ☐ | ☐ | ☐ |

PROBE: What is your general impression of this question?

PROBE: Were there any parts of this question that were unclear or confusing?

PROBE: Do you have any recommendations for how to change this question?

SRO Recruitment, Training, and Supervision

22. Do schools participate in the selection process when your agency recruits and hires SROs?

☐ Yes
☐ No ➡ **GO TO QUESTION 23**

22a. **[IF QUESTION 22 RESPONSE IS YES]** How does the school participate? Please mark all that apply.

☐ Through active recruitment of officers
☐ Through participation in requirements/selection criteria
☐ By reviewing SRO candidates prior to selection
☐ By providing feedback on SROs after placement to help determine a "good fit"
☐ Other—please specify: _____

23. How does your agency select officers for the SRO program? Please mark all that apply.

☐ Through an application process from within the department
☐ Through an application process external to the department (i.e. officers are hired specifically to be SROs)
☐ By nomination of officers from within the department
☐ Through assignment as part of regular duty schedule
☐ As a result of input and/or recommendations by school(s)/school district
☐ Other—please specify: _____

24. Which entities provide training to officers in your LEA's SRO program? Please mark all that apply.

☐ Our agency itself
☐ NASRO and/or other national officer organizations'
☐ An office or department within our state
☐ Other—please specify: _____

PROBE: This question mentions NASRO. Is that an organization you're familiar with?

Just as a reminder, please think aloud as you complete these next questions

25. Does your agency provide training to its SROs on the following **law enforcement activities/topics**?

Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Law enforcement activity/topic | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Conducting law enforcement activities in schools | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Responding to calls for service on the school campus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Responding to incidents in the classroom | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Juvenile gangs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Social media monitoring/technology-related investigations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Use of deadly force | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Use of less lethal force | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. De-escalation strategies and techniques | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

PROBE: What are your impressions of this question?

PROBE: Were there any parts of this question that were unclear or confusing?

PROBE: Do you have any recommendations for how to change this question?

26. Does your agency provide training to its SROs on the following **prevention and planning activities**?

Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Prevention and planning activity | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Crisis preparedness planning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Security audits/ assessments of school campuses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Truancy inter-vention and dropout prevention | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Bullying deterrence | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Special safety programs/ presentations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

27. Does your agency provide training to its SROs on the following **social and behavioral topics**?

Please note that the 'Any' category refers to general training on the topic, including initial training such as that received during academy training. SRO-specific training refers to training provided only to SROs as part of the SRO program and not required of other assignments.

| Social and behavioral topic | Sworn Officers with General Arrest Powers | | | Sworn Officers with Limited Arrest Powers | | | Nonsworn Officers | | |
|---|---|---|---|---|---|---|---|---|---|
| | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided | Any | SRO-specific | Not provided |
| a. Conducting mentoring activities, including advising staff, students, and/or families | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Positive school discipline | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Student mental health | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Cultural sensitivity and/or cultural competency | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Child/adolescent psychology/development | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Students with disabilities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Restorative justice (emphasis on school community, conflict resolution by repairing harm) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

28. Do agency policies require supervisors to visit schools for the purpose of observing SROs on a periodic basis?

☐ Yes
☐ No ➡️ **GO TO QUESTION 29**

28a. **[IF QUESTION 28 RESPONSE IS YES]** How often? Please mark only one

☐ Once a month
☐ At least twice a year
☐ Once a year
☐ Other—please specify: _____

29. Does your agency collect data on any of the following measures related to the activities of SROs and the schools they serve?

| | Yes | No |
|---|:---:|:---:|
| a. Number and/or type of suspensions recorded at school | ☐ | ☐ |
| b. Number and/or type of property crimes reported at school | ☐ | ☐ |
| c. Number and/or type of substance violations recorded at school (e.g. possession, use, buying/selling) | ☐ | ☐ |
| d. Number and/or type of reports of violence at school | ☐ | ☐ |
| e. Number and/or type of arrests made by SRO | ☐ | ☐ |
| f. Number and/or type of citations issued by SRO | ☐ | ☐ |
| g. Number and/or type of classes/programs taught by SRO | ☐ | ☐ |
| h. Number and/or type of mentoring activities performed by SRO | ☐ | ☐ |
| i. Outreach to faculty/staff performed by SRO | ☐ | ☐ |
| j. Outreach to parents/community performed by SRO | ☐ | ☐ |
| k. Number and/or type of use of force incidents | ☐ | ☐ |

PROBE IF NEEDED: Were there any parts of this question that were challenging to answer?

30. In addition to this survey, we provided you with a form to list all of the sworn officers with general arrest powers from your jurisdiction who are primarily assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

Are you willing to provide this information?

☐ Yes—please complete the Officer Roster Form
☐ No—please indicate why you are not willing to provide this information:

_____

_____

PROBE: Is there a need or an interest on the part of the agency to see the SRO survey, either prior to providing a roster of officers or prior to distributing the surveys to officers?

INTERVIEWER: REFER TO ROSTERING FORM

PROBE: Tell me your thoughts about this form.

PROBE: Tell me how you would go about completing this form.

IF NEEDED: Would you need to go to another person to get the information required to complete the form?

INTERVIEWER: NOTE WHETHER THE PARTICIPANT MENTIONS OFFICIAL PERSONNEL RECORDS. ASK IF NEEDED

IF NEEDED: On the form it asks you to provide the race and Hispanic origin of each SRO. Is this information available?

IF NEEDED: Would you answer based on information in agency records, your own knowledge of the SROs or would you ask the SROs?

PROBE: How long do you think it would take you to complete the SRO roster form?

END. Thank you very much. Those are all the questions we have for you.

**DEBRIEFING QUESTIONS:**

PROBE:      Many of the questions in this survey require you to gather information from several sources.

Please walk me through how you would go about doing this?

INTERVIEWER: NOTE THE NAMES OF ANY SPECIFIC DEPARTMENTS MENTIONED AND THE NUMBER OF DEPARTMENTS/INDIVIDUALS MENTIONED

PROBE: What do you think of the level of effort required to complete this survey?

PROBE:      If you were asked to complete this survey, would you complete it? Why or why not?

PROBE: Did you have any concerns with the questions or feel that any of the questions were particularly sensitive?

# Appendix B:
# 2016 Survey of Law Enforcement Personnel in Schools (SLEPS)
# School Resource Officer (SRO) Survey

## Instructions

- This survey should be completed by the selected sworn law enforcement officer with general arrest powers who is primarily assigned to any public K-12 schools. For the purposes of this survey, we will refer to the officer as an SRO.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (42 USC 3732), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

### *Burden Statement*

Federal agencies may not conduct or sponsor an information collection, and a person is not required to respond to a collection of information, unless it displays a current valid OMB Control Number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531.

**SRO Characteristics**

1.  Approximately how many years have you served as a sworn law enforcement officer? Please mark only one

    ☐ Less than 1 year
    ☐ 1–2 years
    ☐ 3–5 years
    ☐ 6–10 years
    ☐ More than 10 years

2.  Approximately how many years have you worked as an SRO **in your career**? Please count the total number of years you've worked as an SRO even if you held other positions at times. Please mark only one

    ☐ Less than 1 year
    ☐ 1–2 years
    ☐ 3–5 years
    ☐ 6–10 years
    ☐ More than 10 years

3.  Approximately how many years have you worked as an SRO **at your current assignment**? Please mark only one

    ☐ Less than 1 year
    ☐ 1–2 years
    ☐ 3–5 years
    ☐ 6–10 years
    ☐ More than 10 years

4.  Do you currently hold a National SRO Practitioner Certificate from the National Association of School Resource Officers (NASRO)?

    ☐ Yes
    ☐ No

5.  Are you currently assigned as an SRO? Please mark only one

    ☐ During part of the school year
    ☐ During the full traditional school year
    ☐ Year-round

6.  How many schools are you currently assigned to as an SRO? Please mark only one

☐ One
☐ Two
☐ Three
☐ Four
☐ Five or more

7.  What type of school are you currently assigned to?

If you are assigned to more than one school, please answer based on the school you work in most of the time. If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.

☐ Elementary school
☐ Middle/junior high school
☐ High school
☐ Other. Please specify: _____
☐ Don't know

7a.  Is this school a…

| | Yes | No | Don't know |
|---|---|---|---|
| a. Charter schools ....................................................... | ☐ | ☐ | ☐ |
| b. Alternative schools ................................................. | ☐ | ☐ | ☐ |

7b.  On average, how many hours per week do you work at this school? _____

**SRO Training**

8.   Please indicate if you have received any training on the following law enforcement activities/topics, and if so, if you receive training on an annual basis.

| Law Enforcement Activity | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|---|---|
| a.  Conducting law enforcement activities in schools | ☐ | ☐ |
| b.  Responding to calls for service on the school campus | ☐ | ☐ |
| c.  Responding to incidents in the classroom | ☐ | ☐ |
| d.  Juvenile gangs | ☐ | ☐ |
| e.  Social media/technology-related investigations | ☐ | ☐ |
| f.  Use of deadly force | ☐ | ☐ |
| g.  Use of less lethal force | ☐ | ☐ |
| h.  De-escalation strategies and techniques | ☐ | ☐ |

9.   Please indicate if you have received any training on the following prevention and planning activities, and if so, if you receive training on an annual basis.

| Topic | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|---|---|
| a.  Crisis preparedness planning | ☐ | ☐ |
| b.  Security audits/assessments of school campuses | ☐ | ☐ |
| c.  Truancy intervention and dropout prevention | ☐ | ☐ |
| d.  Bullying deterrence | ☐ | ☐ |
| e.  Substance abuse recognition | ☐ | ☐ |
| f.  Teaching students about drugs, legal issues, safety, crime awareness, or conflict resolution | ☐ | ☐ |
| g.  Special safety programs/ presentations | ☐ | ☐ |

10. Please indicate if you have received any training on the following social and behavioral topics, and if so, if you receive training on an annual basis.

| Topic | Have you received any training on this topic? | Do you receive training on this topic annually? |
|---|---|---|
| a. Conducting mentoring activities, including advising staff, students, and/or families ............. | ☐ | ☐ |
| b. Positive school discipline ................................... | ☐ | ☐ |
| c. Student mental health ........................................ | ☐ | ☐ |
| d. Cultural sensitivity and/or cultural competency........................................................... | ☐ | ☐ |
| e. Child/adolescent psychology/development ........ | ☐ | ☐ |
| f. Students with disabilities................................... | ☐ | ☐ |
| g. Restorative justice (emphasis on school community, conflict resolution by repairing harm)................................................................... | ☐ | ☐ |

## SRO Activities

11. Which of the following **law enforcement activities** did you perform on or around school grounds in the past month? Please mark all that apply

☐ Patrolled school facilities
☐ Issued citations
☐ Responded to calls for service at the school
☐ Responded to incidents in the classroom
☐ Emergency management/Crisis preparedness planning
☐ Security audits/ assessments of school campuses
☐ Confiscated weapons
☐ Confiscated drugs
☐ Conducted searches
☐ Made arrests
☐ None

12.  Which of the following **mentoring activities** did you perform on or around school grounds in the past month?

Please mark all that apply

☐ Truancy intervention
☐ Supervised/ coordinated non-athletic extracurricular activities
☐ Field trip chaperone
☐ Coached athletic programs
☐ Advised school staff, students, or families (one-on-one, in a group, etc.)
☐ None

13.  Which of the following **teaching activities** did you perform on or around school grounds in the past month?

Please mark all that apply

☐ Taught students about drugs, legal issues, safety, crime awareness, or conflict resolution in a classroom setting
☐ Special school-wide safety programs/presentations
☐ Faculty/staff in-service presentations
☐ Parent organization presentations
☐ None

14.  Approximately what percentage of your duty time was spent on the following in-school activities **over the past month**?

If you do not perform an activity, enter "0". The total of all activities should be 100%.

| Activity | Percentage (out of 100) |
|---|---|
| a.  Conducting law enforcement activities | _____ |
| b.  Conducting mentoring activities with students/staff/families | _____ |
| c.  Conducting teaching activities | _____ |
| d.  Administrative functions/paperwork related to the above activities | _____ |
| e.  Other. Please specify:_____ | _____ |
| Total | **100%** |

15. Please check the appropriate boxes to indicate whether you have arrested any student(s) for the following offenses in the last 12 months.

| Offense | Performed an arrest in the last 12 months? | |
| --- | --- | --- |
| | Yes | No |
| a. Drug possession | ☐ | ☐ |
| b. Drug distribution | ☐ | ☐ |
| c. Weapon possession | ☐ | ☐ |
| d. Weapon use | ☐ | ☐ |
| e. Theft | ☐ | ☐ |
| f. Threats against students | ☐ | ☐ |
| g. Threats against faculty | ☐ | ☐ |
| h. Threats against school facility | ☐ | ☐ |
| i. Fighting with students | ☐ | ☐ |
| j. Assault on school staff/faculty/security/SROs | ☐ | ☐ |
| k. Disorderly conduct | ☐ | ☐ |
| l. Failure to obey a police officer | ☐ | ☐ |
| m. Other. Please specify:_____ | ☐ | ☐ |

16. In situations where you arrest a student, what role does the school administration play in your arrest decisions? Please mark only one

☐ No impact, as arrest determination made solely by myself or other sworn personnel
☐ Memorandum of understanding or other agreement specifies situations where the school can have influence over my arrest decisions
☐ School administration reviews all arrest-eligible incidents and can provide input regarding my arrest decision
☐ SROs do not have arrest powers in my assigned school
☐ Other. Please specify: _____

17. Do you speak another language, aside from English?

☐ Yes—Please specify: _____
☐ No

17a. **[IF QUESTION 17 = YES]** Is this other language useful when interacting with students in the school you are assigned?

☐ Yes
☐ No

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**Primarily Assigned School Characteristics**

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If you are an SRO assigned to more than one school, please answer the following questions based on the school where you spend the majority of your time during your typical shift.

If your time is split evenly between 2 or more schools, please answer based on the school you worked in most recently.

18. A gang is an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

   Are there known gangs at your primarily assigned school?

   ☐ Yes
   ☐ No
   ☐ Don't know

19. Excluding yourself, how many SROs share your shift at your primarily assigned school?

   _____

20. Other than SROs, what security measures are in place at your primarily assigned school?

   Please mark all that apply

   ☐ Student dress code/uniform
   ☐ Closed campus (students not allowed leave during school hours without permission)
   ☐ Controlled access to school grounds (e.g. locked or monitored gates)
   ☐ Controlled access to school buildings during school hours (e.g. locked or monitored doors)
   ☐ Random sweeps for contraband (e.g. drugs, weapons), including dog sniffs
   ☐ School-issued student IDs
   ☐ Metal detectors
   ☐ Security camera(s) to monitor school buildings and/or grounds
   ☐ Structured anonymous threat reporting system (e.g. online submission, text messaging, telephone hotline)
   ☐ School security guards, nonsworn
   ☐ Other means of restricting access—Please specify: _____
   ☐ Other measures not listed—Please specify: _____

21. Restorative practices build a sense of school community and resolve conflict by repairing harm and restoring positive relationships. Positive Behavioral Interventions and Supports (PBIS) is a school-wide intervention that teaches school staff to recognize, monitor, and reward appropriate student behaviors and to provide consistent sanctions for rule violations.

   Are you involved in the process of engaging students in restorative practices and/or PBIS at your primarily assigned school?

   ☐ Yes
   ☐ No
   ☐ Don't know/not familiar with these practices

22. We would like to obtain information about the school you primarily work in by linking to data that has been collected about that school in other surveys. In order to access information about the school we will need to know the name of the school. We will only use the name of the school to access information collected from other surveys about the characteristics of that particular school (i.e. the size and composition of the student population) and will not release your data to any agency or individual who is not directly involved with our research. The Bureau of Justice Statistics (BJS) will use this information for research purposes only.

School Name _____

City_____ State_____

**September 8, 2017**

**BJS Survey of Law Enforcement Personnel in Schools (SLEPS)**

# Cognitive Testing, Round 2: Revised Law Enforcement Agency Survey and Rostering Components

## Final Report

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# CONTENTS

# TABLES

# 1. INTRODUCTION

The second round of cognitive interviews for the Survey of Law Enforcement Personnel in Schools (SLEPS) aimed to test the restructured LEA survey and participants' willingness to fill out the roster form.

RTI and its partner the Police Executive Research Forum (PERF) delivered a detailed report in December 2016 that summarized findings from the first round of cognitive interviews. The first round of interviews tested initial drafts of the LEA- and SRO-level questionnaires. Based on the recommendations, the questionnaires were refined in collaboration with BJS.  Given the major changes and restructure of the LEA questionnaire, a second round of cognitive interviews was conducted with LEA respondents only.

This report describes the second round of cognitive interviews with LEAs, providing the background, methodology, findings and recommendations.

# 2. METHODOLOGY

The goal of the second round of cognitive testing was to evaluate the revised and reorganized LEA questionnaire and to test whether the revised questions functioned as intended.  As in round 1, in order to ensure as much diversity in agency characteristics as possible, LEAs were identified based on several criteria. Given the burden imposed on participants that previously participated in cognitive interviews, we excluded any agencies that were previously contacted for the first round of cognitive interviewing (N = 163). We followed a similar stratification approach to identify LEAs that were diverse in terms of agency size, recency of SRO program, agency type, and whether the agency had both sworn and nonsworn staff in schools.[1] The sampling focused on obtaining representation within each cell (i.e. strata characteristic), *regardless* of other agency characteristics, in contrast to past recruiting approaches that purposively sampled based on combinations of strata characteristics in addition to the strata themselves.

A total of 102 agencies were contacted. Twenty-four agencies agreed to participate, but due to scheduling obstacles with and/or subsequent non-response from some of these agencies, 17 LEA interviews were completed. Table 1 presents a summary of

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[1] Participating agencies in the first round of cognitive interviews were stratified on number of FTS officers, urbanicity of jurisdiction served, recency of SRO program, and agency type. The second round added a stratification on whether the agency had both sworn and nonsworn officers in schools, and dropped the urbanicity of jurisdiction population served.

LEA cognitive interview participants' characteristics and whether they completed the cognitive interview and returned the roster.

**Table 1.    Type of Cognitive Interviews by Recruitment Stratification**

| Stratification variables | Completed Interview | Completed Roster |
|---|---|---|
| Total | 17 | 14 |
| Agency size | | |
| < 100 officers | 5 | 2 |
| 100+ officers | 12 | 12 |
| Type of School Officers Employed | | |
| Sworn Only | 17 | 14 |
| Sworn and non-sworn | 0 | 0 |
| Recency of SRO program | | |
| 2008 or later | 16 | 13 |
| Prior to 2008 | 1 | 1 |
| | | |
| Agency type | | |
| Local police | 10 | 8 |
| Sheriff's office | 6 | 6 |
| School-based LEA | 1 | 0 |

## 2.1   Overview

Cognitive interviewing for the second round of testing the LEA instruments began in late May 2017 and was conducted through the beginning of August 2017. The interviews took about 60 minutes to complete and were conducted over the phone. Respondents were sent the questionnaire and roster a week in advance of the interview via e-mail. The actual interview was preceded by an informed consent procedure.

Respondents were asked to complete the questionnaire and roster and return via fax or password-protected zip file before the call. Out of the 17 responding agencies, 4 failed to provide a roster, despite weekly e-mail reminders after the interview.

As in round 1, a cognitive interview protocol guide was used to assess respondents' understanding of the updated and restructured LEA questions, gauging respondent perceptions on sensitivity of any questions, willingness to respond, and overall

burden involved in filling out the questionnaire and roster. At the end of the interview, respondents were debriefed to gather their perceptions on the overall experience, and particularly the experience and estimated burden of filling out the roster. As before, interviewers used scripted probes, but were given the flexibility to probe spontaneously when needed to assess understanding and perception of the questions, as well as anything that seemed unclear, unusual, or generally worth expanding on. The cognitive interview protocol guide can be found in **Appendix A**.

## 2.2   Interview Procedures

Sampled agencies were contacted via e-mail (usually sent to the Chief of Police), or telephone (if an e-mail was not available). Reminder e-mails were sent on a rolling basis and often focused on under-represented strata. Once respondents were successfully recruited for the most convenient date and time, recruiters sent out messages to designated interviewers.

Respondents were told that the interview would take an hour on average and would be conducted over the phone.  Respondents were sent the LEA questionnaire, roster, sample SRO survey (for reference purposes only), and informed consent a week before the interview, and asked to complete the LEA questionnaire and roster and return in advance of the interview.

Once an interview was completed, a summary of the findings for each question was entered into an Excel file. These files did not contain any personally identifiable information (PII).

## 2.3   Cognitive Interview Findings and Recommendations

### 2.3.1   LEA Questionnaire

The LEA questionnaire was completed by 17 respondents – 10 came from local police departments, 6 were from Sheriff's offices, and 1 was from a school-based LEA.  In 1 of those agencies the SRO program was established prior to 2008; twelve agencies employed more than 100 officers. This section outlines each question of the LEA questionnaire, followed by findings and recommended changes.

Overall, respondents did not find significant problems with the questions and the instrument was interpreted as intended by the majority.  We found variation in the interpretation of "primary" (as in assignment, or school district), as well as "required".  The concept of rotation of SROs to other jobs was also misinterpreted by some to mean rotation across schools.  As in round 1, many respondents noted that the training topics we asked about were not stand-alone topics, not only offered to SROs.  Below we present a question by question summary and recommended changes, where needed.

**Instructions and Burden Statement**

Overall, respondents did not have any issues with the instructions and burden statement.

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**Law Enforcement Agency Characteristics**

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1. Which best describes your agency? *Mark only one.*

   ☐ Police department, municipal
   ☐ Police department, county
   ☐ State/highway department
   ☐ Sheriff's Office
   ☐ Tribal
   ☐ Independent School District
   ☐ Other (please specify): _____

***Findings:*** No issues.

***Recommendations:*** Keep as is.

2. As of [DATE], how many sworn full-time officers with general arrest powers were employed by your agency? _____

***Findings:*** Most respondents had no difficulties reporting an exact number. Recall strategies included calling the hiring and recruiting Sergeant or Human Resources to obtain the number; knowing it off hand; knowing it as the department was getting ready to fill up vacancies, and reporting the allotted by the agency number. Several respondents noted that there was an "authorized strength" number (the number the agency can employ) and a "current strength" number. Most respondents reported the current count, but at least two reported the authorized number.

***Recommendations:*** Leave as is, as inserting a reference period in the question (in place of "DATE") will help respondents understand that we are asking about the number of employed officers as of particular date rather than authorized strength.

3. Does your agency employ any officers that are primarily assigned to work in any public K-12 school?

☐ Yes

☐ No ➡ **GO TO END OF SURVEY**

***Findings:*** No issues.

***Recommendations:*** Leave as is.

---

SCHOOL RESOURCE OFFICER Program Characteristics

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4. In what year did your agency start assigning officers to public schools? _____

***Findings:*** Respondents did not have problems providing a year. Recall strategies included checking records; knowing when the first SROs were hired; being part of the program from its beginning, or calling someone. Only 5 respondents could not provide an exact year, but two of them were able to estimate.

***Recommendations:*** Leave as is.

5. As of [DATE], what is the funding source for your SRO program? *Mark all that apply.*
   ☐ Federal grant
   ☐ State/Local grant
   ☐ Law enforcement agency
   ☐ School district
   ☐ Other (Please specify): _____

***Findings:*** One respondent commented that the distinction between federal and state/local grants will be difficult as sometimes federal dollars are allocated through state grants. One respondent interpreted school district to fall under "state/local" contract.

At least two respondents mentioned checking this information in MOUs.

Several respondents selected the write in response option ("other, please specify") – responses included City of X Department of Education and village government. One participant selected "other" and wrote in "½ city budget, ½ school district".

At least two respondents noted differences in funding mechanisms for elementary vs. middle vs. high schools.

***Recommendations:*** Modify the question to read "As of [DATE], what is the <u>main</u> funding source for your SRO program?"

6. How many of the following public schools are served by your SRO program?  **Number**

|  |  |
|---|---|
| a. Elementary schools (*lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8*)...................................................................................... | _____ |
| b. Middle schools (*lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9*)...................................................................................... | _____ |
| c. High schools (*lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12*) ...................................................................................... | _____ |
| d. Combined schools (e.g., K-8, K-12)………………………………….. | _____ |

***Findings:*** Overall, respondents found the question easy to answer. The division and description across types of schools were found clear and all inclusive.

One respondent commented on nuances such as not having SROs assigned to elementary schools, but some SROs would serve elementary schools when needed. The question was hard to answer for another respondent where Neighborhood SROs (NSROs), funded by the COPS grant, are assigned to areas rather than specific schools (including private schools), and were not required to be on campus. One participant had both an "academy" and a "learning center" that did not fit into any of the categories, so they put those under "d. Combined schools". Two participants mentioned disciplinary schools/alternative schools. One participant left the question blank due to the word "served" as they only had a few SROs who went to all schools.

***Recommendations:*** Leave as is as academy and learning centers that offer secondary education are not of interest and alternative schools should fall under one of the listed categories that can be defined by the age of the students.

7. Does your SRO program also serve private schools?
   ☐ Yes
   ☐ No

***Findings:*** No issues. Some respondents noted that even though no one was assigned, they would serve private schools.

***Recommendations:*** Leave as is.

8.      Do the majority of officers in your SRO program serve on a single permanent assignment (i.e., only serve as an SRO) or rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

- ☐ Single permanent assignment
- ☐ Rotate to other assignments

***Findings:*** One respondent noted that a typical SRO assignment was for 5-6 years, thus questioned the use of "permanent", but interpreted it to mean that if someone was assigned as an SRO, that would be all they did. This interpretation was shared by most respondents, who commented that SROs might move between schools (e.g., from high to middle), but since they were assigned as SROs, they would consider such assignments one assignment as it did not involve other duties. Respondents who noted that SROs were assigned to schools only during the school year, also picked single permanent assignment, despite the fact that SROs might have other duties over the summer. One respondent seemed to interpret "rotate to other assignments" as rotation across schools, rather than an assignment to a single school.

***Recommendations:*** Replace "permanent" with "continuous" in both the question stem and response options. Change the second response option to read "Rotate to other assignments, different from an SRO assignment".

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**SRO POLICIES AND ASSIGNED RESPONSIBILITIES**

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9.      Does your agency have written a departmental policy specifically for your SRO program?

- ☐ Yes
- ☐ No

***Findings:*** No issues.

***Recommendations:*** Leave as is.

10. With how many entities (school districts and/or individual schools) does your agency have an agreement (e.g., memorandum of understanding, contractual or verbal agreement, legislation)? *Enter the number of entities by type of agreement in the table below*.

|  | Formal agreement in place | No formal agreement in place |
|---|---|---|
| School districts | _____ | _____ |
| Individual schools | _____ | _____ |

> **If you answered "No" to Q9 above AND "0"under "Formal agreement in place" in Q10, GO TO Q13.**

**Findings:** One participant was unclear how to answer as their school district had its own agency, so there was no formal agreement in place. Another respondent left the question blank despite the fact that all three school districts use MOUs; yet another left the question blank because they did not know the answer.

Most respondents interpreted "formal agreement" to mean something on paper, a contract, MOU, or other document that outlined responsibilities. Respondents did not seem to have problems with the navigation instructions.

**Recommendations:** Consider adding a filter question that would skip LEAs that belong to school districts out of this question (similarly, in the electronic version of the questionnaire, agencies who checked "school district" in question 1, may skipped this question).

11. Which of the following best describes the type of agreement in place between your agency and the primary school/school district served by your SRO program? *Mark only one.*

☐ Memorandum of understanding (MOU)
☐ Contractual agreement, such as through a grant or other basis
☐ Legislation
☐ Verbal agreement
☐ Other (Please specify): _____

**Findings:** One respondent noted that sometimes they have MOAs (Memorandum of Agreement), not MOUs and there is a legal difference between them. One

respondent checked "legislation" as their school district had the right to establish its own department.

"Primary" was interpreted as the school district with the greatest presence of SROs by some, as the largest school district by others, and as the county school district. One participant left the question blank because their county only had one school district and the agreement is with the county.

***Recommendations:*** Define "primary" as the district to which the majority of SROs are assigned. Reword the question to read:

"Which of the following best describes the type of agreement in place between your agency and the school district served by majority of your SRO officers? *Mark only one."*

12. Please select whether the following SRO program characteristics are specified in either the formal agreement between your agency and the primary school/school district served by your SRO program or within your internal departmental policy:

| SRO program characteristic: | Yes | No |
|---|---|---|
| a. Goals of the SRO program | ☐ | ☐ |
| b. Number of officers in your SRO program | ☐ | ☐ |
| c. Schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | ☐ | ☐ |
| d. Supervision or administrative control of SROs | ☐ | ☐ |
| e. Primary functions (e.g., law enforcement, teaching, mentoring/counseling) of SROs | ☐ | ☐ |
| f. Responsibilities/duties of the school | ☐ | ☐ |
| g. Role of SROs with school discipline | ☐ | ☐ |
| h. Expectations regarding citations and arrests by SROs | ☐ | ☐ |
| i. Expectations regarding collaboration between school officials and SROs | ☐ | ☐ |
| j. Expectations for SROs when working with students | ☐ | ☐ |
| k. Procedures for resolving disagreements between school officials and SROs | ☐ | ☐ |
| l. Requirement of regular meetings between school officials and SROs | ☐ | ☐ |

**Findings:** For some respondents, "expectation" was the same as "guidance"; for others, it was much stronger; yet for others it was what the school district would want the department to do based on previous experience.

One respondent marked some "yes" responses despite the fact that there were no formal policy, or written internal policy, noting that the goals could be written, but not formalized into policy.

Most respondents noted that the difference between response options e) and f) was that e) referred to the functions of SROs, while f) referred to duties/responsibilities of the school. Two respondents noted that both options were overlapping and f) should be removed.

**Recommendations:** Revise the question to ask whether the "following SRO program characteristics are specified in writing as departmental goals, internal

policy, or in a formal agreement between your agency and the primary school/school district served by your SRO program".

13.    Are SROs required to inform school executive staff about any of the following actions?

| Action: | Yes | No |
|---|:---:|:---:|
| a.  Stop, question, and interview of student/staff in an official law enforcement capacity | ☐ | ☐ |
| b. Question students during school hours | ☐ | ☐ |
| b.  Question school employees during school hours | ☐ | ☐ |
| c.  Search student | ☐ | ☐ |
| d.  Search premises | ☐ | ☐ |
| e.  Conduct criminal investigation | ☐ | ☐ |
| f.  Arrest of student during school hours | ☐ | ☐ |
| g.  Arrest of school employee during school hours | ☐ | ☐ |
| h.  Use of restrain on student that does not result in arrest | ☐ | ☐ |

**Findings:**   One respondent was not clear what "required" meant – required by law, best practice, policy, or all?  Interpreted as "common practice".  Another respondent also commented on "required", suggesting just to ask whether SROs inform school staff; yet another participant noted that this was not required, but often done as a courtesy.  One participant noted that it depended on whether or not these things happened on school grounds - some crimes they were required to report to the school under state law.

**Recommendations:**  Consider rewording the question to read "Do SROs inform school executive staff about any of the following actions?"

The response scale can also change from Yes/No to Always, Most of the Time, Some of the Time, Never.

---

**SRO RECRUITMENT, TRAINING, AND SUPERVISION**

---

14.    Do schools participate in the selection process when your agency recruits and hires SROs?

☐   Yes
☐   No ➡ **GO TO QUESTION 16**

***Findings:***  No issues.

***Recommendations:***  Leave as is.

15.    How does the school participate? *Mark all that apply*.

☐   Through active recruitment of officers
☐   Through participation in requirements/selection criteria
☐   By reviewing SRO candidates prior to selection
☐   By providing feedback on SROs after placement to help determine a "good fit"
☐   Other (Please specify): _____

***Findings:***  No issues.

***Recommendations:***  Leave as is.

16.    How does your agency select officers for the SRO program? *Mark all that apply*.

☐   Through an application process from within the department
☐   Through an application process external to the department (i.e. officers are hired specifically to be SROs)
☐   By nomination of officers from within the department
☐   Through assignment as part of regular duty schedule
☐   As a result of input and/or recommendations by school(s)/school district
☐   Other (Please specify): _____

***Findings:*** No issues. Under "other", respondents wrote "through civil service exam"; "gauge interest and look at their background."

***Recommendations:*** Leave as is.

17.  Does your agency require supervisors to visit schools periodically in order to observe SROs?

☐ Yes
☐ No ⟶ **GO TO QUESTION 19**

***Findings:*** The interpretation of "periodically" varied across respondents – from "a minimum number of times", "regularly, as mandated by policy", "on a set schedule", "any kind of regular visits, such as 4 times per year" to "spot checks", "once every couple of weeks", or "at least once a week". One respondent commented that the question was unnecessary.

Two participants said they did visit the schools, but it was not a written policy. One of them selected 'Yes', one of them selected 'No' as response options to this question.

***Recommendations:*** Remove the question and ask about frequency directly (introducing a "never" response option for agencies that do not visit SROs in schools).

18.  How often do supervisors visit schools to observe SROs?

☐ At least once a week
☐ Several times a month
☐ Once a month
☐ Several times a year
☐ Once a year
☐ Other (Please specify): _____

***Findings:*** No issues. One respondent indicated "daily" should be an option; another commented that "several times a week" should also be an option.

***Recommendations:*** Leave open-ended, or consider the following scale:

☐ Never
☐ Once a year
☐ Several times a year
☐ Once a month
☐ Several times a month

☐ Once a week
☐ Several times a week
☐ Daily

19. Does your agency have access to data (e.g., number or type of incident) on any of following measures related to SRO activities in the schools they serve?

|  | Yes | No |
|---|---|---|
| a. Arrests made by SRO | ☐ | ☐ |
| b. Citations issued by SRO | ☐ | ☐ |
| c. Classes/programs taught by SRO | ☐ | ☐ |
| d. Mentoring activities performed by SRO | ☐ | ☐ |
| e. Mentoring of faculty/staff performed by SRO | ☐ | ☐ |
| f. Mentoring of parents/community performed by SRO | ☐ | ☐ |
| g. Property crimes reported at school | ☐ | ☐ |
| h. Reports of violence at school | ☐ | ☐ |
| i. Substance violations recorded at school (e.g. possession, use, buying/selling) | ☐ | ☐ |
| j. Suspensions recorded at school | ☐ | ☐ |
| k. Use of force incidents | ☐ | ☐ |

*Findings:* Several respondents identified the subcategories for which they would not have information, but said they could get it from the school district, or the Board of Education.

Some respondent found the example in the question stem unnecessary; others found it helpful.

*Recommendations:* Leave as is.

| SRO STAFFING |
|---|

20. As of [DATE], how many of the following personnel are primarily assigned to any public K-12 schools?

<div style="text-align: right;"><b>Number of employees</b></div>

a. Sworn officers.................................................................. _____

b. Nonsworn employees........................................................ _____

c. **Total** ................................................................................ _____

---

**IF YOUR RESPONSE to QUESTION 20A IS LARGER THAN "0" GO TO QUESTION 21.**

**IF YOUR RESPONSE TO QUESTION 20A IS "0" AND YOUR RSEPONSE TO QUESTION 20B IS LARGER THAN "0", GO TO THE NONSWORN OFFICERS SECTION ON PAGE X.**

---

***Findings:*** No issues. One respondent was not clear if the total number should include their Sergeant. At least two respondents left the total blank, commenting that if it is computerized, this will not be necessary.

One respondent noted that there was no space to put vacancies. Another participant found the instructions in the box to be confusing, along with the 'Total' in 20c.

***Recommendations:*** Remove "Total" (can be calculated automatically in the web version of the instrument). For the paper self-administered version, rewrite the instruction to say:

**IF THE NUMBER SWORN OFFICERS IS LARGER THAN "0", GO TO QUESTION 21.**

**IF THE NUMBER OF SWORN OFFICERS IS "0" AND THE NUMBER OF NONSWORN EMPLOYEES IS LARGER THAN "0", GO TO THE NONSWORN OFFICERS SECTION ON PAGE X.**

**SWORN SROs**

**Please answer the following questions for the sworn officers who serve your SRO program.**

21. Enter the number of sworn SROs in your agency by race/Hispanic origin and sex:

| | Male | Female |
|---|---|---|
| a.  White, not of Hispanic origin | | |
| b.  Black or African American, not of Hispanic origin | | |
| c.  Hispanic or Latino | | |
| d.  American Indian or Alaska Native, not of Hispanic origin | | |
| e.  Asian, not of Hispanic origin | | |
| f.  Native Hawaiian or Other Pacific Islander, not of Hispanic origin | | |
| g.  Two or more races | | |
| h.  Race/Hispanic origin not known | | |
| **TOTAL SWORN SROs (SUM OF A-H, should match 20a)** | | |

***Findings:*** At least two participants missed the 'Total' box and did not provide their totals. Only one participant thought this table was confusing and suggested simplifying the table (e.g., take out all of the "not of Hispanic origin" text, based on respondent's perception that that category seemed obsolete).

***Recommendations:*** Leave as is. Change the Total instructions to read:

**TOTAL NUMBER OF SWORN SROs (SUM OF A-H, should match the number provided in Question 20a)**

22. Do the **sworn officers** who are primarily assigned to public K-12 schools…

| | **All** | **Some** | **None** |
|---|---|---|---|
| a. carry a firearm while working in schools? | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? | ☐ | ☐ | ☐ |
| c. have arrest powers? | ☐ | ☐ | ☐ |
| d. receive specialized SRO training? | ☐ | ☐ | ☐ |

**[IF YOUR ANSWER TO 22D IS "NONE", GO TO Q24]**

***Findings:*** No issues. One respondent questioned why we offered "some" as an option, if we were interested in sworn officers. Another respondent noted that options a) and b) should also be asked in Q30 (equipment) and that sworn officers would have arrest powers.

***Recommendations:*** Leave as is.

23. Which entities provide SRO-specific training to **sworn** officers in your agency? *Mark all that apply.*

☐ Our agency itself  (e.g., academy or in-service)
☐ School district
☐ State organization
☐ National organization (e.g., NASRO)
☐ Other (Please specify):_____

***Findings:*** Several respondents mentioned in house training.

***Recommendations:*** Leave as is.

---

**TRAINING TOPICS OFFERED TO SWORN SROs**

24.    Which of the following **law enforcement** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Law enforcement activity/topic | Yes | No |
|---|---|---|
| a.   De-escalation strategies and techniques | ☐ | ☐ |
| b.   Gangs | ☐ | ☐ |
| c.   Procedures for handling juvenile offenders | ☐ | ☐ |
| d.   Responding to calls for service on the school campus | ☐ | ☐ |
| e.   Responding to incidents in the classroom | ☐ | ☐ |
| f.   Social media monitoring | ☐ | ☐ |
| g.   Use of deadly force | ☐ | ☐ |
| h.   Use of less lethal force | ☐ | ☐ |

***Findings:*** One respondent commented that the question was confusing – viewed as asking about stand-alone training.  Most respondents noted that the listed topics were offered for everyone in the department, not specifically for SROs.  One participant said their agency was small and did not host trainings, but they offered them through outside organizations.  One participant was unclear why social media monitoring was on the list, given that it was not a law enforcement activity.

***Recommendations:*** Leave as is.

25. Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Prevention and planning topic/activity | Yes | No |
|---|---|---|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Bullying deterrence | ☐ | ☐ |
| c. Crisis preparedness planning | ☐ | ☐ |
| d. Security audits/assessments of school campuses | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ |
| f. Truancy intervention | ☐ | ☐ |

***Findings:*** No issues. Two respondents commented that truancy was generally through the school district and another participant left it blank. One participant noted that for d), they mostly got on-the-job training, but no formal training.

***Recommendations:*** Leave as is. Consistent with round 1 findings, consider removing "truancy intervention" from the response options.

26. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Social and behavioral topics | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Cultural sensitivity and/or cultural competency | ☐ | ☐ |
| d. Mental health issues | ☐ | ☐ |
| e. Mentoring staff, students, and/or families | ☐ | ☐ |
| f. Positive school discipline (e.g., PBIS) | ☐ | ☐ |
| g. Students with disabilities | ☐ | ☐ |

***Findings:***  No issues.  Suggested an "Other" option to be added.

***Recommendations:***  Leave as is.

| ACTIVITIES PERFORMED BY SWORN SROs |
|---|

27.	Please indicate whether each law enforcement activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|---|---|
| a. Crisis preparedness planning | ☐ | ☐ |
| b. Issuing criminal citations | ☐ | ☐ |
| c.  Making arrests | ☐ | ☐ |
| d. Patrolling school facilities | ☐ | ☐ |
| e.   Responding to calls for service on the school campus | ☐ | ☐ |
| f. Responding to incidents in the classroom | ☐ | ☐ |
| g. Security audits/assessments of school campuses | ☐ | ☐ |
| h. Social media monitoring | ☐ | ☐ |

***Findings:***  No issues.  Respondents found the instructions clear and helpful.  At least three respondents got hung up on "required" and noted that a better rewording might be to ask whether the officers participated in the listed activities as part of their daily responsibilities.

One respondent was unclear what "crisis preparedness planning" referred to.  Another participant was not sure why "social media monitoring" would be part of their responsibilities outside of an investigation.

***Recommendations:***   Similarly to Q13, replace "required" with an active voice: Do sworn officers in your agency participate in each of the following law enforcement activities while on duty?

28.     Please indicate whether each mentoring activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|---|---|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ☐ | ☐ |
| b. Coaching athletic programs | ☐ | ☐ |
| c. Field trip chaperone | ☐ | ☐ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ |
| e. Truancy intervention | ☐ | ☐ |

**Findings:**  One respondent commented that truancy issues in their state were handled by the school.  Several respondents noted that nothing was "required" and said that it suggested a formalized agreement.  One respondent suggested clarifying whether we were interested in agreed upon activities in writing, or informal.

One participant was unclear on what they would be advising on in option a). The same respondent was not sure what was included under e) - making sure kids do not leave school grounds, or knocking on doors to see where students were?

**Recommendations:**  Similarly to Q27, replace "required" with an active voice: Do sworn officers in your agency participate in each of the following mentoring activities?

29.    Please indicate whether each teaching activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|:---:|:---:|
| a.  Administering special safety programs (e.g. drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ |

***Findings:***  Several respondents commented on "required", noting that SROs would involve themselves in these activities, but were not required to do so.  At least two respondents correctly selected "no" when answering this question; another incorrectly selected "yes" as the question was interpreted to ask about activities "despite the lack of formalized agreement".

***Recommendations:***  Similarly to previous questions, reword the question to avoid "required":
Do sworn officers in your agency participate in each of the following teaching activities?

30.     Which of the following equipment are issued to your agency's **sworn SROs** while on the school campus? *Mark all that apply.*

| Item: | Issued by department for use | Not formally issued, but allowed use | Not allowed |
|---|---|---|---|
| a. Baton/nightstick | ☐ | ☐ | ☐ |
| b. Body-worn camera | ☐ | ☐ | ☐ |
| c. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ |
| d. Handheld metal detector wand | ☐ | ☐ | ☐ |
| e. Hobble restraints | ☐ | ☐ | ☐ |
| f. OC Spray/foam | ☐ | ☐ | ☐ |
| g. Other (Please specify): _____ | ☐ | ☐ | ☐ |

**IF YOU REPORTED "0" NONSWORN OFFICERS IN QUESTION 20, PART B, GO TO QUESTION 41 ON PAGE X.**

*Findings:*  One respondent noted that none of the response options fit, as for example, all officers were issued a baton, but the agency did not want the SROs to have them in schools.  Similarly, metal detectors were not "issued", but could be allowed.  The respondent suggested to distinguish among "regularly used/carried", "not regularly used/carried", and "not issued/permitted".  Another respondent made a similar comment for tasers; yet another gave body-worn cameras in schools as an example of something that is issued, but not allowed in schools.

"Other" response to this questions included "Velcro or alternative restraints", and "handcuffs".  One respondent did not know what "hobble restraints" meant.

One respondent noted that the same equipment was issued across the department, regardless of SRO status and commented that the question made it sound that we were interested of what only SROs were issued.

One participant did not see the skip instructions in the box and continued on to answer Q31, entering zeros.

*Recommendations:* Consider adding "firearms" and "uniform" from Q22 here as well, as suggested by a respondent.

Consider adding a response option, so the response categories include:

- ☐ Issued and carried
- ☐ Issued, but not carried
- ☐ Not issued, but allowed
- ☐ Not allowed

**NONSWORN SROs**

**Please answer the following questions for the nonsworn employees who serve your SRO program.**

31. Enter the number of nonsworn SROs in your agency by race/Hispanic origin and sex:

|  | **Male** | **Female** |
|---|---|---|
| a. White, not of Hispanic origin | | |
| b. Black or African American, not of Hispanic origin | | |
| c. Hispanic or Latino | | |
| d. American Indian or Alaska Native, not of Hispanic origin | | |
| e. Asian, not of Hispanic origin | | |
| f. Native Hawaiian or Other Pacific Islander, not of Hispanic origin | | |
| g. Two or more races | | |
| h. Race/Hispanic origin not known | | |
| . TOTAL NONSWORN SROs (SUM OF A-H, should match 20b) | | |

*Findings:* Not probed specifically.

*Recommendations:* Apply changes recommended for the parallel question in the Sworn Officers section.

32. Do the **nonsworn employees** who are primarily assigned to public K-12 schools…

| | All | Some | None |
|---|---|---|---|
| a. wear a uniform while working in schools? | ☐ | ☐ | ☐ |
| b. receive specialized SRO training? | ☐ | ☐ | ☐ |

**IF YOUR RESPONSE TO QUESTION 32B IS "NONE", GO TO QUESTION 34.**

*Findings:* Not probed specifically.

*Recommendations:* Apply changes recommended for the parallel question in the Sworn Officers section.

33. Which entities provide SRO-specific training to **nonsworn employees** in your agency? *Mark all that apply*.

☐ Our agency itself (e.g., academy or in-service)
☐ School district
☐ State organization
☐ National organization (e.g., NASRO)
☐ Other (Please specify):_____

*Findings:* Not probed specifically.

*Recommendations:* Apply changes recommended for the parallel question in the Sworn Officers section.

**TRAINING TOPICS OFFERED TO NONSWORN SROs**

34. Which of the following **law enforcement** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Law enforcement activity/topic | Yes | No |
|---|---|---|
| a. Conducting law enforcement activities in schools | ☐ | ☐ |

| | | | |
|---|---|---|---|
| b. | De-escalation strategies and techniques | ☐ | ☐ |
| c. | Gangs | ☐ | ☐ |
| d. | Procedures for handling juvenile offenders | ☐ | ☐ |
| e. | Responding to calls for service on the school campus | ☐ | ☐ |
| f. | Responding to incidents in the classroom | ☐ | ☐ |
| g. | Social media monitoring | ☐ | ☐ |
| h. | Use of less lethal force | ☐ | ☐ |

**Findings:** Not probed specifically.

**Recommendations:** Apply changes recommended for the parallel question in the Sworn Officers section.

35.    Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Prevention and planning topic/activity | Yes | No |
|---|---|---|
| a.   Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b.   Bullying deterrence | ☐ | ☐ |
| c.   Crisis preparedness planning | ☐ | ☐ |
| d.   Security audits/assessments of school campuses | ☐ | ☐ |
| e.   Substance abuse recognition | ☐ | ☐ |
| f.   Truancy intervention | ☐ | ☐ |

**Findings:** Not probed specifically.

**Recommendations:** Apply changes recommended for the parallel question in the Sworn Officers section.

36. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Social and behavioral topics | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Cultural sensitivity and/or cultural competency | ☐ | ☐ |
| d. Mental health issues | ☐ | ☐ |
| e. Mentoring staff, students, and/or families | ☐ | ☐ |
| f. Positive school discipline (e.g., PBIS) | ☐ | ☐ |
| g. Students with disabilities | ☐ | ☐ |

**ACTIVITIES PERFORMED BY NONSWORN SROs**

37. Please indicate whether each law enforcement activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|---|---|
| a. Crisis preparedness planning | ☐ | ☐ |
| b. Issuing citations | ☐ | ☐ |
| c. Making arrests | ☐ | ☐ |
| d. Patrolling school facilities | ☐ | ☐ |
| e. Responding to calls for service on the school campus | ☐ | ☐ |
| f. Responding to incidents in the classroom | ☐ | ☐ |
| g. Security audits/assessments of school campuses | ☐ | ☐ |
| h. Social media monitoring | ☐ | ☐ |

***Findings:*** Not probed specifically.

***Recommendations:*** Apply changes recommended for the parallel question in the Sworn Officers section.

38.     Please indicate whether each mentoring activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|:---:|:---:|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ☐ | ☐ |
| b. Coaching athletic programs | ☐ | ☐ |
| c. Field trip chaperone | ☐ | ☐ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ |
| e. Truancy intervention | ☐ | ☐ |

***Findings:*** Not probed specifically.

***Recommendations:*** Apply changes recommended for the parallel question in the Sworn Officers section.

39.  Please indicate whether each teaching activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|---|---|
| a.  Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ |

***Findings:*** Not probed specifically.

***Recommendations:***  Apply changes recommended for the parallel question in the Sworn Officers section.

40.  Which of the following equipment are issued to your agency's **nonsworn SROs** while on the school campus? *Mark all that apply.*

| Item: | Issued by department for use | Not formally issued, but allowed use | Not allowed |
|---|---|---|---|
| a. Baton/nightstick | ☐ | ☐ | ☐ |
| b. Body-worn camera | ☐ | ☐ | ☐ |
| c. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ |
| d. Handheld metal detector wand | ☐ | ☐ | ☐ |
| e. Hobble restraints | ☐ | ☐ | ☐ |
| f.  OC Spray/foam | ☐ | ☐ | ☐ |
| g. Other (Please specify): _____ | ☐ | ☐ | ☐ |

***Findings:*** Not probed specifically.

***Recommendations:*** Apply changes recommended for the parallel question in the Sworn Officers section.

### *2.3.2 LEA Survey Rostering Component*

41. In addition to this survey, we provided you with a form to list all of the sworn officers from your jurisdiction who are primarily assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

    Are you willing to provide this information?

    ☐ Yes—please complete the Officer Roster Form
    ☐ No—please indicate why you are not willing to provide this information:

    _____

    _____

***Findings:*** In general, respondents did not have any issues providing this information. The survey itself was estimated to take 15-40 minutes to complete (including checking with other sources for certain information).

The completion of the roster itself ranged from 2-3 min to 16 hours. The purpose of the roster was clear to respondents. One respondent questioned why we needed to collect race, but said he did not mind providing it. Another respondent questioned why we needed to make the selection and suggested that once the agency was committed, it would select officers based on the specified criteria. In general, respondents did not need additional approvals to provide that data. Suggestions for what roster identifiers to use varied from initials, name and command, employee number, badge/shield numbers (even though it was noted that some agencies recycle badge numbers and might be a problem to link back at a later stage), and numbers provided by state academies. Interestingly, among the 14 returned rosters, 6 contained only initials, 1 contained initials and ID number, 3 provided full names, 3 provided last names, and 1 provided an ID number only. Table 2 summarizes the number of SROs reported by agency type, the identifiers selected by the agency and the estimated burden to fill out the roster.

**Table 2.   Roster Information and Estimated Burden by Agency Type**

| Agency Type | SRO count | Information provided to uniquely identify SROs | Requested information about each SRO provided | Estimated Burden |
|---|---|---|---|---|
| Local PD | 8 | Initials | All | Minimal |
| Local PD | 2 | Initials | All | A couple of minutes |
| Local PD | 2 | First Initial, Last Name | All | 5 minutes |
| Local PD | 17 | Last name | All | (not provided) |
| Local PD | 19 | Initials | All | Few minutes |
| Local PD | 4,746 | Full name | All | 16 hours |
| Local PD | 17 | Initials and ID number | All | 5 minutes |
| Local PD | 3 | Initials | All | Negligible |
| Sheriff's office | 3 | Initials | All | 30 min (survey + roster) |
| Sheriff's office | 12 | Full Name | All | Less than 10 minutes |
| Sheriff's office | 16 | First Initial, Last Name | All | (not provided) |
| Sheriff's office | 25 | Full Name | All | About 5 minutes |
| Sheriff's office | 6 | Initials | All | 2-3 minutes |
| Sheriff's office | 1 | ID number | All | 5 minutes |

One respondent noted that initials and badge numbers were public information; another respondent suggested collecting e-mail addresses, so we could contact SROs directly, as he was afraid that a request coming from him might influence the responses.  Participants did not have any concerns completing the roster.

***Recommendations:***  Given that half of the respondents provided SROs' names rather than badge numbers or other identifiers, we would recommend abbreviating the text in the request to explicitly ask for names.  Such change would later allow us to follow up with SRO nonrespondents by mailing a package directly to them.  In order to minimize burden, we would also suggest considering asking LEAs to indicate whether they would prefer to distribute the invitation letters/packages to their SROs, or whether we could contact them directly and provide mailing address(es) if different from the agency address.

# Appendix A:
# SLEPS LEA Survey Cognitive Interviewing Protocol

Interview ID: _____ [Example: Int#1 RTI]

Date of Interview: _____

# INTRODUCTION

Thank you for agreeing to participate in this interview and fill out the survey form.  The  survey is designed to collect information on a wide range of topics related to School Resource Officer programs.  The purpose of our interview today is to evaluate our survey questions pertaining to the characteristics of your law enforcement agency and its school resource officer program.  The study is sponsored by the Bureau of Justice Statistics.  Today, we are hoping to get your feedback and opinions on these questions, as well as your thoughts on whether you were able to answer them.

This is how it will work. We would go over the survey question by question and will talk about how you came up with your response. If you find anything confusing or if the question was challenging to answer, please let me know. I may ask you some follow-up questions. Please feel free to tell me anything that comes to mind or ask me anything you are unclear about. We are very interested in finding out which questions needed a lot of effort to answer, which ones confused you, and which ones you were not able to answer at all. Your participation in this interview is very important because it will help us improve the questionnaire.  Before we begin, please take a moment to read the consent form that I emailed you.

Do you have any questions? Do I have your consent to continue with the interview?

1. Yes
2. No – *END INTERVIEW*

OK let's begin.

# 2016 Survey of Law Enforcement Personnel in Schools (SLEPS) Law Enforcement Agency (LEA) Survey

[Display ORI with agency info]

## INSTRUCTIONS

- This survey should be completed by a representative who is most knowledgeable about your agency's employment of and policies regarding law enforcement officers working in schools.

- This survey uses the following terms and definitions:

  - School Resource Officer (SRO): any officer who is primarily assigned to any public K-12 school, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question.

  - SRO program: your agency's employment of officers who are primarily assigned to any K-12 public school, regardless of sworn status, arrest powers, and employment status (full-time or part-time), unless otherwise specified in the question.

- The Omnibus Crime Control and Safe Streets Act of 1968, as amended (42 USC 3732), authorizes this information collection. Although this survey is voluntary, we need your participation to make the results comprehensive, accurate, and timely. We greatly appreciate your assistance.

### Burden Statement

Federal agencies may not conduct or sponsor an information collection, and a person is not required to respond to a collection of information, unless it displays a currently valid OMB Control Number. Public reporting burden for this collection of information is estimated to average 1 hour per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531.

## LAW ENFORCEMENT AGENCY CHARACTERISTICS

1. Which best describes your agency? *Mark only one.*

   ☐ Police department, municipal
   ☐ Police department, county
   ☐ State/highway department
   ☐ Sheriff's Office
   ☐ Tribal
   ☐ Independent School District
   ☐ Other (please specify): _____

2. As of [DATE], how many sworn full-time officers with general arrest powers were employed by your agency? _____

   Probe: How did you come up with this number?

3. Does your agency employ any officers that are primarily assigned to work in any public K-12 school?

   ☐ Yes

   ☐ No ➡ **GO TO END OF SURVEY**

## SCHOOL RESOURCE OFFICER PROGRAM CHARACTERISTICS

4. In what year did your agency start assigning officers to public schools? _____

   Probe: How easy or difficult was to recall that year?

   Probe: How confident are you in your response?

5. As of [DATE], what is the funding source for your SRO program? *Mark all that apply.*

   ☐ Federal grant
   ☐ State/Local grant
   ☐ Law enforcement agency
   ☐ School district

☐ Other (Please specify): _____

6. How many of the following public schools are served by your SRO program?
   Number

   a. Elementary schools (*lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8*) .................................................................................. _____

   b. Middle schools (*lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9*) ..................................................................................... _____

   c. High schools (*lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12*) ................................................................................... _____

   d. Combined schools (e.g., K-8, K-12)……………………………….. _____

Probe: Are the descriptions for the types of schools clear and easy to understand?  Do they help you answer the question?

7. Does your SRO program also serve private schools?

   ☐ Yes
   ☐ No

8. Do the majority of officers in your SRO program serve on a single permanent assignment (i.e., only serve as an SRO) or rotate to other assignments (e.g., juvenile detective, routine patrol)? *Mark only one.*

   ☐ Single permanent assignment
   ☐ Rotate to other assignments

Probe:  How did you come up with your response (how did you determine if majority of the officers had permanent assignments or rotate)?

Probe: For single permanent assignment – did you think of officers who serve only 1 school, or officers who serve as SROs regardless of the number of schools?

## SRO POLICIES AND ASSIGNED RESPONSIBILITIES

9.  Does your agency have written a departmental policy specifically for your SRO program?

    ☐ Yes
    ☐ No

10. With how many entities (school districts and/or individual schools) does your agency have an agreement (e.g., memorandum of understanding, contractual or verbal agreement, legislation)? *Enter the number of entities by type of agreement in the table below.*

|  | Formal agreement in place | No formal agreement in place |
|---|---|---|
| School districts | _____ | _____ |
| Individual schools | _____ | _____ |

> **If you answered "No" to Q9 above AND "0"under "Formal agreement in place" in Q10, GO TO Q13.**

Probe: Did you notice the instructions at the end of the question where to go next? (Did you have trouble navigating to the next question?)

Probe: How did you interpret "No formal agreement"?

Probe: What would be examples of "formal agreement"?

11. Which of the following best describes the type of agreement in place between your agency and the primary school/school district served by your SRO program? *Mark only one.*

    ☐ Memorandum of understanding (MOU)
    ☐ Contractual agreement, such as through a grant or other basis
    ☐ Legislation
    ☐ Verbal agreement
    ☐ Other (Please specify): _____

Probe: Is asking about the 'primary' school/school district appropriate? Does this make sense/do they know how to answer this question, or would it be better to ask about the largest school/school district served?

12. Please select whether the following SRO program characteristics are specified in either the formal agreement between your agency and the primary school/school district served by your SRO program or within your internal departmental policy:

| SRO program characteristic: | Yes | No |
|---|---|---|
| a. Goals of the SRO program | ☐ | ☐ |
| b. Number of officers in your SRO program | ☐ | ☐ |
| c. Schedule (e.g., before the school day begins, the full school day, etc.) that officers in your SRO program will spend at school | ☐ | ☐ |
| d. Supervision or administrative control of SROs | ☐ | ☐ |
| e. Primary functions (e.g., law enforcement, teaching, mentoring/counseling) of SROs | ☐ | ☐ |
| f. Responsibilities/duties of the school | ☐ | ☐ |
| g. Role of SROs with school discipline | ☐ | ☐ |
| h. Expectations regarding citations and arrests by SROs | ☐ | ☐ |
| i. Expectations regarding collaboration between school officials and SROs | ☐ | ☐ |
| j. Expectations for SROs when working with students | ☐ | ☐ |
| k. Procedures for resolving disagreements between school officials and SROs | ☐ | ☐ |
| l. Requirement of regular meetings between school officials and SROs | ☐ | ☐ |

Probe: What does the term 'expectations' mean to you (in answer options h-j)? Does this equate to guidance?

Probe: In your own words, what is the difference between response option e) and f)?

13. Are SROs required to inform school executive staff about any of the following actions?

| Action: | Yes | No |
|---|---|---|
| a. Stop, question, and interview of student/staff in an official law enforcement capacity | ☐ | ☐ |
| b. Question students during school hours | ☐ | ☐ |
| b. Question school employees during school hours | ☐ | ☐ |
| c. Search student | ☐ | ☐ |
| d. Search premises | ☐ | ☐ |
| e. Conduct criminal investigation | ☐ | ☐ |
| f. Arrest of student during school hours | ☐ | ☐ |
| g. Arrest of school employee during school hours | ☐ | ☐ |
| h. Use of restrain on student that does not result in arrest | ☐ | ☐ |

## SRO RECRUITMENT, TRAINING, AND SUPERVISION

14. Do schools participate in the selection process when your agency recruits and hires SROs?

☐ Yes

☐ No **GO TO QUESTION 16**

15. How does the school participate? *Mark all that apply.*

☐ Through active recruitment of officers
☐ Through participation in requirements/selection criteria
☐ By reviewing SRO candidates prior to selection
☐ By providing feedback on SROs after placement to help determine a "good fit"

☐ Other (Please specify):

_____

16. How does your agency select officers for the SRO program? *Mark all that apply*.

☐ Through an application process from within the department
☐ Through an application process external to the department (i.e. officers are hired specifically to be SROs)
☐ By nomination of officers from within the department
☐ Through assignment as part of regular duty schedule
☐ As a result of input and/or recommendations by school(s)/school district
☐ Other (Please specify): _____

17. Does your agency require supervisors to visit schools periodically in order to observe SROs?

☐ Yes

→

☐ No  **GO TO QUESTION 19**

Probe: How did you interpret "periodically"?

18. How often do supervisors visit schools to observe SROs?

☐ At least once a week
☐ Several times a month
☐ Once a month
☐ Several times a year
☐ Once a year
☐ Other (Please specify): _____

Probe: What did you think of the response options?  Do they adequately cover the frequency of supervisor visits in your agency?

19. Does your agency have access to data (e.g., number or type of incident) on any of following measures related to SRO activities in the schools they serve?

| | Yes | No |
|---|---|---|
| a. Arrests made by SRO | ☐ | ☐ |
| b. Citations issued by SRO | ☐ | ☐ |
| c. Classes/programs taught by SRO | ☐ | ☐ |
| d. Mentoring activities performed by SRO | ☐ | ☐ |
| e. Mentoring of faculty/staff performed by SRO | ☐ | ☐ |
| f. Mentoring of parents/community performed by SRO | ☐ | ☐ |
| g. Property crimes reported at school | ☐ | ☐ |
| h. Reports of violence at school | ☐ | ☐ |
| i. Substance violations recorded at school (e.g. possession, use, buying/selling) | ☐ | ☐ |
| j. Suspensions recorded at school | ☐ | ☐ |
| k. Use of force incidents | ☐ | ☐ |

Probe: Are the examples provided in the question ("number or type of incident") appropriate and helpful in answering the question, or is it confusing if they may only have access to certain pieces of information (e.g., number of incidents but not type)?

## SRO STAFFING

20. As of [DATE], how many of the following personnel are primarily assigned to any public K-12 schools?

**Number of employees**

    a. Sworn officers ........................................................................ _____

    b. Nonsworn employees ............................................................. _____

    c. **Total** ....................................................................................... _____

---

**IF YOUR RESPONSE to QUESTION 20A IS LARGER THAN "0" GO TO QUESTION 21.**

**IF YOUR RESPONSE TO QUESTION 20A IS "0" AND YOUR RSEPONSE TO QUESTION 20B IS LARGER THAN "0", GO TO THE NONSWORN OFFICERS SECTION ON PAGE X.**

---

Probe:  Did you read the instructions where to go next and did you have trouble understanding them?

Probe:  How easy or difficult did you find the calculation of a total in part c)?

## SWORN SROs

**Please answer the following questions for the sworn officers who serve your SRO program.**

21.  Enter the number of sworn SROs in your agency by race/Hispanic origin and sex:

|  | Male | Female |
|---|---|---|
| a. White, not of Hispanic origin |  |  |
| b. Black or African American, not of Hispanic origin |  |  |

| | | |
|---|---|---|
| c. Hispanic or Latino | | |
| d. American Indian or Alaska Native, not of Hispanic origin | | |
| e. Asian, not of Hispanic origin | | |
| f. Native Hawaiian or Other Pacific Islander, not of Hispanic origin | | |
| g. Two or more races | | |
| h. Race/Hispanic origin not known | | |
| **TOTAL SWORN SROs (SUM OF A-H, should match 20a)** | | |

Probe: Would it be easier to provide if this was a 2 part question, with the first part collecting Hispanic origin/gender and the second part collecting race/gender?

Probe:  Do you think calculating the total helped you check your numbers?

A-11

22. Do the **sworn officers** who are primarily assigned to public
    K-12 schools…

|  | **All** | **Some** | **None** |
|---|:---:|:---:|:---:|
| b. carry a firearm while working in schools? | ☐ | ☐ | ☐ |
| b. wear a uniform while working in schools? | ☐ | ☐ | ☐ |
| c. have arrest powers? | ☐ | ☐ | ☐ |
| d. receive specialized SRO training? | ☐ | ☐ | ☐ |

**[IF YOUR ANSWER TO 22D IS "NONE", GO TO Q24]**

23. Which entities provide SRO-specific training to **sworn** officers in your agency? *Mark all that apply.*

☐ Our agency itself  (e.g., academy or in-service)
☐ School district
☐ State organization
☐ National organization (e.g., NASRO)
☐ Other (Please specify):_____

**TRAINING TOPICS OFFERED TO SWORN SROs**

24. Which of the following **law enforcement** training topics are offered <u>by your agency</u> to
    **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Law enforcement activity/topic | **Yes** | **No** |
|---|:---:|:---:|
| a. De-escalation strategies and techniques | ☐ | ☐ |
| b. Gangs | ☐ | ☐ |
| c. Procedures for handling juvenile offenders | ☐ | ☐ |

| | Yes | No |
|---|:---:|:---:|
| d. Responding to calls for service on the school campus | ☐ | ☐ |
| e. Responding to incidents in the classroom | ☐ | ☐ |
| f. Social media monitoring | ☐ | ☐ |
| g. Use of deadly force | ☐ | ☐ |
| h. Use of less lethal force | ☐ | ☐ |

25. Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Prevention and planning topic/activity | Yes | No |
|---|:---:|:---:|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Bullying deterrence | ☐ | ☐ |
| c. Crisis preparedness planning | ☐ | ☐ |
| d. Security audits/assessments of school campuses | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ |
| f. Truancy intervention | ☐ | ☐ |

26. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **sworn officers** in your SRO program? *Please consider training provided to all sworn officers or specifically for SROs.*

| Social and behavioral topics | Yes | No |
|---|:---:|:---:|
| a. Child/adolescent psychology/development | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Cultural sensitivity and/or cultural competency | ☐ | ☐ |
| d. Mental health issues | ☐ | ☐ |
| e. Mentoring staff, students, and/or families | ☐ | ☐ |

| | Yes | No |
|---|:---:|:---:|
| f.   Positive school discipline (e.g., PBIS) | ☐ | ☐ |
| g.   Students with disabilities | ☐ | ☐ |

**ACTIVITIES PERFORMED BY SWORN SROs**

27. Please indicate whether each law enforcement activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|:---:|:---:|
| a. Crisis preparedness planning | ☐ | ☐ |
| b. Issuing criminal citations | ☐ | ☐ |
| c.  Making arrests | ☐ | ☐ |
| d.  Patrolling school facilities | ☐ | ☐ |
| e.   Responding to calls for service on the school campus | ☐ | ☐ |
| f. Responding to incidents in the classroom | ☐ | ☐ |
| g. Security audits/assessments of school campuses | ☐ | ☐ |
| h. Social media monitoring | ☐ | ☐ |

Probe: Are the instructions provided clear and helpful in answering the question? (This also applies to q28, q29, q37, q38, q39.)

28. Please indicate whether each mentoring activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|:---:|:---:|
| c. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ☐ | ☐ |
| d. Coaching athletic programs | ☐ | ☐ |
| c. Field trip chaperone | ☐ | ☐ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ |
| e. Truancy intervention | ☐ | ☐ |

29. Please indicate whether each teaching activity is required of any of your agency's **sworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|:---:|:---:|
| a. Administering special safety programs (e.g. drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ |

30. Which of the following equipment are issued to your agency's **sworn SROs** while on the school campus? *Mark all that apply.*

| Item: | Issued by department for use | Not formally issued, but allowed use | . Not allowed |
|---|---|---|---|
| a. Baton/nightstick | ☐ | ☐ | ☐ |
| b. Body-worn camera | ☐ | ☐ | ☐ |
| c. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ |
| d. Handheld metal detector wand | ☐ | ☐ | ☐ |
| e. Hobble restraints | ☐ | ☐ | ☐ |
| f. OC Spray/foam | ☐ | ☐ | ☐ |
| g. Other (Please specify): _____ | ☐ | ☐ | ☐ |

**IF YOU REPORTED "0" NONSWORN OFFICERS IN QUESTION 20, PART B, GO TO QUESTION 41 ON PAGE X.**

**NONSWORN SROs**

**Please answer the following questions for the nonsworn employees who serve your SRO program.**

31. Enter the number of nonsworn SROs in your agency by race/Hispanic origin and sex:

| | Male | Female |
|---|---|---|
| a. White, not of Hispanic origin | | |
| b. Black or African American, not of Hispanic origin | | |
| c. Hispanic or Latino | | |
| d. American Indian or Alaska Native, not of Hispanic origin | | |
| e. Asian, not of Hispanic origin | | |

| | | |
|---|---|---|
| f. Native Hawaiian or Other Pacific Islander, not of Hispanic origin | | |
| g. Two or more races | | |
| h. Race/Hispanic origin not known | | |
| **TOTAL NONSWORN SROs (SUM OF A-H, should match 20b)** | | |

Probe: Would it be easier to provide if this was a **2 part question**, with the first part collecting Hispanic origin/gender and the second part collecting race/gender?

Probe: Do you think calculating a total helped you make sure your numbers are correct?

32. Do the **nonsworn employees** who are primarily assigned to public K-12 schools…

| | All | Some | None |
|---|---|---|---|
| a. wear a uniform while working in schools? | ☐ | ☐ | ☐ |
| b. receive specialized SRO training? | ☐ | ☐ | ☐ |

**IF YOUR RESPONSE TO QUESTION 32B IS "NONE", GO TO QUESTION 34.**

33. Which entities provide SRO-specific training to **nonsworn employees** in your agency?
*Mark all that apply.*

☐ Our agency itself (e.g., academy or in-service)
☐ School district
☐ State organization
☐ National organization (e.g., NASRO)
☐ Other (Please specify):_____

**TRAINING TOPICS OFFERED TO NONSWORN SROs**

34. Which of the following **law enforcement** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Law enforcement activity/topic | Yes | No |
|---|:---:|:---:|
| a. Conducting law enforcement activities in schools | ☐ | ☐ |
| b. De-escalation strategies and techniques | ☐ | ☐ |
| c. Gangs | ☐ | ☐ |
| d. Procedures for handling juvenile offenders | ☐ | ☐ |
| e. Responding to calls for service on the school campus | ☐ | ☐ |
| f. Responding to incidents in the classroom | ☐ | ☐ |
| g. Social media monitoring | ☐ | ☐ |
| i. Use of less lethal force | ☐ | ☐ |

35. Which of the following **prevention and planning** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Prevention and planning topic/activity | Yes | No |
|---|:---:|:---:|
| a. Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Bullying deterrence | ☐ | ☐ |
| c. Crisis preparedness planning | ☐ | ☐ |
| d. Security audits/assessments of school campuses | ☐ | ☐ |
| e. Substance abuse recognition | ☐ | ☐ |
| f. Truancy intervention | ☐ | ☐ |

36. Which of the following **social and behavioral** training topics are offered <u>by your agency</u> to **nonsworn employees** in your SRO program? *Please consider training provided to all nonsworn employees or specifically for SROs.*

| Social and behavioral topics | Yes | No |
|---|---|---|
| a. Child/adolescent psychology/development | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Cultural sensitivity and/or cultural competency | ☐ | ☐ |
| d. Mental health issues | ☐ | ☐ |
| e. Mentoring staff, students, and/or families | ☐ | ☐ |
| f. Positive school discipline (e.g., PBIS) | ☐ | ☐ |
| g. Students with disabilities | ☐ | ☐ |

### ACTIVITIES PERFORMED BY NONSWORN SROs

37. Please indicate whether each law enforcement activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Law enforcement activity: | Yes | No |
|---|:---:|:---:|
| a. Crisis preparedness planning | ☐ | ☐ |
| b. Issuing citations | ☐ | ☐ |
| c. Making arrests | ☐ | ☐ |
| d. Patrolling school facilities | ☐ | ☐ |
| e. Responding to calls for service on the school campus | ☐ | ☐ |
| f. Responding to incidents in the classroom | ☐ | ☐ |
| g. Security audits/assessments of school campuses | ☐ | ☐ |
| h. Social media monitoring | ☐ | ☐ |

38. Please indicate whether each mentoring activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Mentoring activity: | Yes | No |
|---|:---:|:---:|
| a. Advising school staff, students, or families (e.g., one-on-one, in a group, etc.) | ☐ | ☐ |
| b. Coaching athletic programs | ☐ | ☐ |
| c. Field trip chaperone | ☐ | ☐ |
| d. Supervising/coordinating non-athletic extra-curricular activities | ☐ | ☐ |
| e. Truancy intervention | ☐ | ☐ |

39. Please indicate whether each teaching activity is required of any of your agency's **nonsworn SROs** while on duty. *Mark 'yes' if the activity is included in your internal departmental policy, included in a formal agreement with schools/school districts, or expected by department executives.*

| Teaching activity: | Yes | No |
|---|:---:|:---:|
| a.   Administering special safety programs (e.g., drugs, legal issues, crime awareness, distracted driving) | ☐ | ☐ |
| b. Conflict resolution | ☐ | ☐ |
| c. Faculty / staff in-service presentations | ☐ | ☐ |
| d. Parent organization presentations | ☐ | ☐ |

40. Which of the following equipment are issued to your agency's **nonsworn SROs** while on the school campus? *Mark all that apply*

| Item: | Issued by department for use | Not formally issued, but allowed use | . Not allowed |
|---|:---:|:---:|:---:|
| a. Baton/nightstick | ☐ | ☐ | ☐ |
| b. Body-worn camera | ☐ | ☐ | ☐ |
| c. Conducted energy device (e.g. Taser) | ☐ | ☐ | ☐ |
| d. Handheld metal detector wand | ☐ | ☐ | ☐ |
| e. Hobble restraints | ☐ | ☐ | ☐ |
| f.  OC Spray/foam | ☐ | ☐ | ☐ |
| g. Other (Please specify): _____ | ☐ | ☐ | ☐ |

41. In addition to this survey, we provided you with a form to list all of the sworn officers from your jurisdiction who are primarily assigned to work in K-12 public schools. We will use this list to randomly select some of these individual officers to receive a survey about activities they perform. Included on the form is guidance for anonymizing the list of officers should you prefer not to provide direct identification of the officers.

Are you willing to provide this information?

☐Yes—please complete the Officer Roster Form
☐No—please indicate why you are not willing to provide this information:

_____

_____

Probes:

- Is the purpose of the Roster Form clear?
- Do you require additional approvals to complete and submit the Roster Form?
- If providing unique identifiers other than the officers' names, what is the simplest identifier for you to use yet still be able to link it back to individual SROs (e.g., badge number? Officer initials?)?
- Is SRO race/ ethnicity readily available?
- Is SRO gender readily available?
- Do you have any concerns about completing the Roster Form?
- Would you have any concerns about distributing the SRO surveys to the officers randomly identified by RTI?
- Not including time spent on the call, approximately how much time was spent filling out the survey and roster form (if possible, note two separate numbers for survey and roster form)?

END. Thank you very much. Those are all the questions we have for you.