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The influence of subjective and objective rural school security on law enforcement engagement: A mixed methods study

Final Summary – 2016-CK-BX-0019 NIJ CSSI16 – December 2018

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Executive Summary

The aim of this mixed methods research is to understand how perceptions and the organization of

school safety and security are associated with the level and type of law enforcement engagement

in rural schools. A triangulation mixed methods design was used to collect and examine

individual, school, and community level quantitative and qualitative data. The social-ecological

theory of violence prevention guided the research by predicting that an interplay of factors at

multiple levels influences the type and level of law enforcement engagement in rural schools.

Data used in this research included safety and security self-assessments conducted by school

personnel and subsequent safety and security assessments conducted at the same schools by

trained assessors, school safety plans, surveys/interviews with law enforcement and school

personnel, student perceptions of safety, census data and crime data for communities the schools

are located in. The results led to creation of a taxonomy describing how rural law enforcement

engage with schools in rural areas. We assigned each school in the dataset a level and type of law

enforcement engagement based on this taxonomy. The data suggested a framework of rural law

enforcement and school engagement based upon both agency commitment of personnel and the

level of engagement with school safety activity. The resulting rural School Resource Officer

(SRO) framework differs from that typically seen in other contexts. Rural SROs placed within

rural districts through formal agreements, in contrast to traditional SROs, serve multiple schools

within the districts in addition to other law enforcement duties. Level of rural law enforcement

commitment within school districts was related to the amount of engagement in various safety

planning and prevention activity involving contact with students and educators (e.g., safety and

threat assessment team involvement, serving as informal counselor to at-risk students, liaison with school personnel related to law enforcement matters). Not surprising, the level of engagement between schools and law enforcement is driven, in part, by resources. More populated communities with more law enforcement resources were more likely to have higher levels of law enforcement engagement within the school districts.

Results also confirm that school personnel are more likely to over-estimate the presence of safety and security measures based on comparison of self-assessments to objective assessments. Schools with more formal engagement with law enforcement tended to have a self-assessment that more closely matched the objective assessment than schools with less formal or no law enforcement engaged with the school. Students in schools with more engaged law enforcement reported feeling less safe than schools with no engaged law enforcement. School characteristics were not related to level or type of law enforcement engagement. Communities with higher population, higher crime rate and more people per officer in the area had schools with more formal law enforcement engagement. The discussion includes a description of this study's limitations and offers suggestions for future research.

Project Goals & Objectives

Goal #1: Develop a taxonomy of law enforcement engagement in rural schools.

> Objective 1.1. Identify factors related to effective law enforcement engagement with rural schools

> Objective 1.2. Develop and pilot a framework for assessing law enforcement engagement rural school districts

> Objective 1.3. Use the framework to code law enforcement engagement for each school district

Goal #2: Assess the level of implementation of safety/security measures in rural schools.

> Objective 2.1. Measure the level of safety and security in rural schools

> Objective 2.2. Assess differences between subjective and objective measures of school safety and security

Goal #3: Assess the effects of elements of school safety and security on the relationship on law enforcement engagement in rural schools.

> Objective 3.1. Conduct statistical analyses to assess the relationship between objective measures of school safety/security and law enforcement engagement

> Objective 3.2. Conduct statistical analyses to assess the relationship between subjective perceptions of school safety/security and law enforcement engagement

> Objective 3.3. Conduct statistical analyses to assess the relationship between (a) disparities in subjective and objective measures of school safety and security and (b) law enforcement engagement.

Goal #4: Assess the influence of individual perceptions, school variables, and community context on law enforcement engagement in rural schools.

Objective 4.1. Conduct statistical analysis to assess the relationship between (a) perceptions of safety and law enforcement engagement, (b) school characteristics and law enforcement engagement, and (c) community characteristics and law enforcement engagement.

We proposed to fill three gaps in the literature through this research. First, no study to date has provided a taxonomy of law enforcement engagement in rural schools from which outcomes (e.g., effectiveness of prevention strategies) can be assessed. This is a pre-requisite before it can be determined how law enforcement presence in these schools alters crime or violence. Second, current research on school safety/security preparedness relies heavily on self-assessment measures, which are subject to bias. To avoid this bias, our study compares self-assessment to third-party objective assessment of school safety and security. Third, this study fills a gap in the literature by viewing the problem and resulting solutions through the lens of social-ecological theory of violence prevention. Using improved measures of law enforcement engagement and school safety/security plans, this study helps us understand the (1) relationship between law enforcement engagement and overall school safety and security and (2) the relationship of preparedness and engagement to school/law enforcement relationships.

Methods

Our **overarching research question** is: How is school safety and security in rural K-12 schools related to law enforcement engagement in schools?

- **Hypothesis #1:** Rural K-12 schools whose subjective assessments are more highly correlated with objective assessments of safety and security are more likely than schools with less correlated assessments to engage formally with law enforcement.

- **Hypothesis #2:** Rural K-12 schools with higher levels of actual (objectively determined) safety and security measures in place are more likely than schools with lower levels to formally engage law enforcement.

- **Hypothesis #3:** Law enforcement engagement types and levels are influenced by an interplay of individual perceptions, school-level variables, and community factors.

- **Hypothesis #4:** Rural K-12 schools with more formally engaged law enforcement will have more frequent reports of law enforcement activity within the school setting, but less formal disposition involving prosecution or juvenile court activity. *This hypothesis was in the original grant proposal. However, we discovered that rural schools have extremely low base rates of crime and law enforcement activity, and often are not tracked by the school or law enforcement entity; therefore the hypothesis was not tested as planned.*

Instruments: The Nebraska Department of Education (NDE) requires public schools in Nebraska to complete a safety and security "self-assessment" for each building in each school district. After a self-assessment is complete, a trained assessor is deployed to the school building to verify the assessment and note any differences via an objective assessment. At the time of the assessor visit, the school also submits their district safety plan to the NDE assessor. These data were treated as archival in this project. Additional data collected for the project included a survey

instrument containing questions from the assessments about perceptions of law enforcement engagement. This survey was distributed to school administrators and law enforcement serving rural school districts. Law enforcement surveys were completed both in online format and by telephone interview.

Sample: There are 189 rural school districts and educational service units in Nebraska representing 88 of the 93 counties in the state. These schools serve over 70,000 students. Each school district has multiple buildings that are surveyed as part of a self-assessment process by safety teams or building principals. We estimated that 80 percent of these schools (*N*=151) would comply with the self-assessment requirement during the research period. The final sample includes 361 schools representing 186 school districts. The number of schools with responses to each instrument is shown in Table 1. The assessor assessment, self-assessment, and school/law enforcement surveys are included as Attachments 1 through 4. Questions used are highlighted in these attachments.

Table 1. Number of responses to each survey.

Survey	Number of responses
Assessor Assessment (Objective)	284
School Self-Assessment (Subjective)	291
Law Enforcement Survey	115
School Survey	118

Data Collection: We leveraged existing data and obtained new data as part of this research. Existing data includes school safety and security self-assessments, school safety and security objective assessments, school safety plans, crime statistics, Nebraska Risk and Protective Factor School Survey data, Nebraska Department of Education data on student and school characteristics, and census data. New data collected included online/telephone surveys with law enforcement and school administrators.

All schools submit self-assessments prior to an objective assessment. Training for the I Love U Guys Standard Response Protocol (SRP) began in the middle of the data collection. Law enforcement and school surveys were conducted after both the self-assessment and objective assessment were complete. Survey links were sent to law enforcement and school administrators in areas with schools that had completed self-assessments and assessor assessments. The survey was reviewed by the University of Nebraska Institutional Review Board (IRB) and determined as exempt. The survey link was sent to administrators and law enforcement chiefs of police, county sheriffs and state patrol captains with instructions to forward the link to officers working most closely with schools. This snowball sampling method was marginally effective. After receiving few online responses, we began contacting law enforcement by phone to ask the survey questions.

Data Analysis: Our first step in the analysis was to match and merge data from school self-assessments, objective assessor assessments, law enforcement and school surveys, and school / community characteristics (e.g., census data, school specific data, and crime data). Schools included in the final dataset have at least one of the following: school self-assessment, assessor assessment, law enforcement survey, school survey, school safety plan. All schools included in the final dataset were assigned a number to de-identify the school building. For analysis, schools were included if they had an assessor assessment, law enforcement survey, or school survey. Information from these three surveys was used to develop the law enforcement taxonomy (described in the Results section), therefore schools without at least one of these surveys were excluded from analysis as they would not have the opportunity to provide information related to this taxonomy.

Results

A taxonomy of law enforcement engagement was developed from questions that spanned several reports and surveys, specifically the objective assessment, law enforcement survey, and school survey. Each school was first coded for whether law enforcement was engaged on any relevant teams within the school. The types of teams included crisis teams, safety teams, and threat assessment teams. Law enforcement participation on any of these teams resulted in a "yes" for law enforcement team involvement, while schools with a lack of law enforcement involvement on any of these teams were coded "no".

Rural schools were also coded for whether there was any indication they have a rural School Resource Officer (SRO), or other type of law enforcement engagement. Formal engagement means there is a contract or written agreement in place between the school and law enforcement. This agreement is almost always for duties as a school resource officer. However, the type of duties differs from district to district. We refer to this form of engagement as a rural SRO. A school was coded as having a rural SRO if they said they had an SRO or if they said they had a formal agreement in place with law enforcement to serve at the school. Schools that reported they have a relationship with law enforcement that is not written down in an agreement were considered as informally engaged with law enforcement and for our purposes categorized as "non-SRO engagement." The questions and coding are presented in detail in Attachment 5.

The law enforcement engagement type and team involvement questions produce a typology of law enforcement engagement shown in Table 2.

Table 2. Law Enforcement Engagement Type and Law Enforcement Team Involvement

Law Enforcement Team Involvement	Law Enforcement Engagement Type			
	No law enforcement engagement indicated	Rural SRO	Non-SRO law enforcement engagement	Total
Law enforcement not on teams	103	12	54	169
Law enforcement on one or more school teams	0	77	115	192
Total	103	89	169	361

To help describe what rural school SRO engagement and non-SRO law enforcement engagement look like, we examined responses from the survey of law enforcement officers to the question "Which of the following activities does law enforcement do with the school?" There were 4 schools with data on this survey that fell into the "No law enforcement engagement indicated" group; this group was left out of the analysis due to the small group size, resulting in a sample size of 111. We performed a 2x2 factorial MANOVA with law enforcement on teams (2) and law enforcement engagement type (2) as the grouping variables.

There was no main effect of law enforcement team involvement ($F(20,88) = 1.685$, $p = .051$), nor was there an interaction of law enforcement team involvement with law enforcement engagement type ($F(20,88) = 1.369$, $p = .160$). There was a main effect of law enforcement engagement type ($F(20,88) = 2.438$, $p = .002$). This main effect was driven by four items:

- Serves as an informal counselor to students at risk ($F(1,107) = 8.758$, $p = .004$)

- Serves as a liaison between the school, community, and local law enforcement ($F(1,107) = 7.671$, $p = .007$)

- Provides training inside school related to specific areas (e.g., drugs, alcohol, crime, personal safety, etc.) ($F(1,107) = 4.736$, $p = .032$)

- Participates in joint programming in addition to education (e.g., dating violence, drugs, etc.) ($F(1,107) = 5.077$, $p = .026$)

For all of these items, rural school SROs were more likely to report performing these activities compared with non-SRO law enforcement engaged with schools. See Figure 1 for law enforcement engagement type group mean values on these items (see Appendix 1 for descriptive tables for all analyses).

Figure 1. Mean proportion of respondents stating each activity by law enforcement engagement type
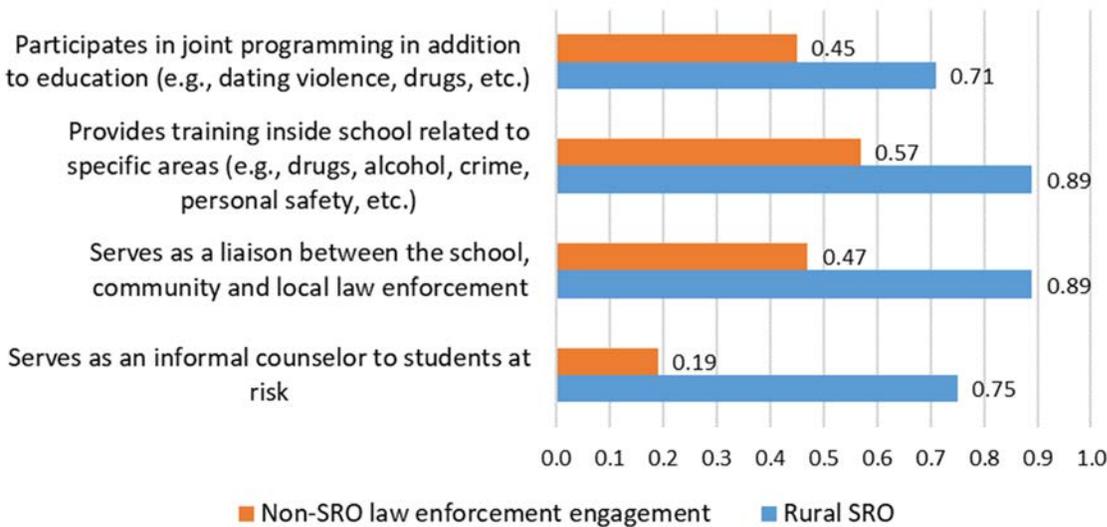
Hypothesis #1: Rural K-12 schools whose subjective assessments are more highly correlated with objective assessments of safety and security are more likely than schools with less correlated assessments to engage formally with law enforcement.

Both the objective assessments and school self-assessments collected information about the safety and security of the school. Questions assessed in-place safety measures and systems; policies, procedures, and plans; training and exercises; and regularity of safety-related activities.

Objective assessor assessments and school self-assessments were matched by topic, and recoded where necessary for the coding to match. Nine questions were matched, seven of which

were binary (assessor or self-assessment said yes or no) and two of which had three categories. Pearson chi-square analyses were conducted to examine whether self-assessments matched the objective assessments. Analyses for all nine of the questions indicated significant differences (see Appendix 1 for the data tables). Generally, schools tended to overstate the presence and operation of plans, protocols, and activities compared to the objective assessment. Details of the differences are described below.

There were differences between the self-assessment and objective assessment on how often the school communicated with response partners ($\chi^2(4) = 17.726$, $p = .001$). For self-assessments that indicate they communicate with safety partners "Once per year", as many assessors agreed with the self-assessment (39%) as thought the school had *not* communicated with local authorities in the past year (45%). For schools that claimed to meet multiple times per year, 77% of objective assessments agreed.

All school self-assessments reported having guidelines or policies in place for incident management. However, objective assessments noted that guidelines were in place for only 60% of schools. A chi-square analysis could not be computed since 100% of self-assessments indicated guidelines were in place.

School self-assessments differed from objective assessments on the question of whether schools utilized Standard Response Protocols (SRPs; $\chi^2 (1) = 9.168$, *McNemar's p =* .009). School self-assessments claimed to have SRPs 72% of the time, while objective assessments stated 81% of schools use an SRP. However, of the schools that stated they did not use an SRP, 69% of the objective assessments stated that they did. This seems likely to be a history confound due to the timing of data collection.

The question of whether there was a school safety team at the school differed between the self-assessment and objective assessment ($\chi^2(1) = 0.659$, *McNemar's p* = .019). Ninety-seven percent of school self-assessments claimed to have a safety team at the school (*n*=282). Overall there was a high degree of agreement on this question, however, 100% of the schools that objective assessments determined did not have a safety team claimed that they do have a team (*n*=284). This discrepancy could be due to safety teams existing at the district level (thus a school reports that they have one), while the objective assessments are conducted at the school level.

There were differences between the school self-assessment and the objective assessment regarding meeting frequency of the safety team (schools without a team were coded as having not met in the past year; $\chi^2(4) = 37.310$, *p* < .001). When the school claimed the safety team meets more than once per year, assessors and schools agreed more than they disagreed. When the school claimed the safety team meets once per year, assessors were equally likely to agree as they were to state the safety team had not met in the past year. When the school claimed the safety team had not met in the past year, assessors were equally likely to agree the safety team had not met as they were to state the safety team meets once per year. Overall, the more often the safety team meets, the more the school self-assessments and objective assessments agree.

School self-assessments and objective assessments tended to disagree about whether schools had behavioral threat assessment plans and protocols in place ($\chi^2(1) = 12.249$, *McNemar's p* < .001). Seventy-four percent of schools claimed to have a threat assessment team in place; of these, 52% received an objective assessment stating they do *not* have threat assessment plans and protocols in place. The majority (59%) of objective assessments stated there were not threat assessment protocols in place. The high level of disagreement could be due

to schools not understanding what threat assessment is; they could be conflating safety and security protocols with threat assessment protocols.

School self-assessments also did not match objective assessments regarding whether schools implement appropriate protocols to assist identified individuals exhibiting high risk behaviors for violence ($\chi^2(1) = 11.300$, *McNemar's p < .001*). Seventy-four percent of schools claim to implement TA protocols when necessary; of these, however, over one-third (37%) received an objective assessment indicating they did *not* implement protocols when needed.

There was disagreement between the self-assessments and objective assessments as to whether schools use trained staff to conduct behavioral threat assessments ($\chi^2(1) = 19.707$, *McNemar's p = .033*). About one-third (32%) of schools claim that they use trained staff to conduct behavioral threat assessment; of these, 39% received objective assessments that they do *not* use trained staff to conduct behavioral threat assessments.

School self-assessments do not match objective assessments regarding whether the school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) guidance for identifying potential hazards ($\chi^2(1) = 0.469$, *McNemar's p < .001*). One hundred and sixty nine schools (71%) claim to use REMS-TA guidance for identifying potential hazards for the school; of these, 155 (92%) received an objective assessment stating they did not use REMS-TA guidance. Reading and coding school safety plans for major elements supports the objective assessment indicating that many essential elements are missing in school safety plans (see

Table 3).

Table 3. Percent of School Safety Plans Containing Major Plan Elements.

Safety Plan Element	Percent of Plans with Element
Concept of Operations	6.0
Roles and responsibilities of School Staff	28.2
Roles and responsibilities of Families/Guardians	4.6
Roles and responsibilities of Law Enforcement	1.4
Roles and responsibilities of Fire and EMS	1.4
Roles and responsibilities of Community Partners	0.5
Explains framework for all direction, control, and coordination activities	10.2
References incident command structures (ICS) or the national incident management system (NIMS)	6.9
Description of training and exercise activities	16.7
Description of training and exercise activities involves Law Enforcement	0.9
Description of administrative, financial, and/or logistic activities	2.3
Description of plan development and maintenance	3.7
Law enforcement is involved in the planning/coordinating process of the school plan before an emergency	0.0
Description of the legal basis for emergency operations and activities	3.7
Contains provisions for the succession of decision-making authority	22.2
Describes Communications and Warning	14.4
Includes a Continuity of Operations description	3.7

Nine questions were matched between the school self-assessment and the objective assessment. Using these nine questions, we performed a 2x3 factorial MANOVA using law enforcement on teams (2) and law enforcement engagement type (3) as the grouping variables. 289 schools had school self-assessment data on all nine of the questions.

There was no main effect of whether or not law enforcement serves on a team ($F(7,278)$ = 1.984, p = .057), nor was there an interaction of law enforcement serving on a team with law enforcement engagement type ($F(7,278)$ = 1.857, p = .077). There was a main effect of law enforcement engagement type ($F(14,558)$ = 2.072, p = .012). This main effect was driven by two

items (see Appendix 1 for descriptive information on all items). For the item, "How often does the school coordinate efforts with partners" ($F(2,284) = 3.439$, $p = .033$), schools with a rural SRO ($M = 1.8$) claim to coordinate more often than do schools with either non-SRO law enforcement engagement ($M = 1.5$), or with no law enforcement engagement ($M = 1.5$). (Note that the scale for this item is 0 = has not communicated/ less than once per year; 1 = Once per year; 2 = Multiple times per year.)

The second item driving this difference was "There is a school safety team at the school" ($F(2,284) = 3.968$, $p = .020$). Schools with either a rural SRO ($M = 1.0$) or with non-SRO law enforcement engagement (M = 1.0) reported having a school safety team more often than did schools with no law enforcement engagement ($M = 0.9$); the two former groups did not differ from each other, as effectively 100% of schools in these two groups report having a school safety team.

The same questions analyzed above were coded on whether there was agreement between the object and subjective assessments (i.e., the objective and subjective assessments either agreed (coded 1) or disagreed (coded 0) with each other). These nine agree/disagree items were then entered into a factorial MANOVA with law enforcement on teams (2) and law enforcement engagement type (3) as the grouping variables. 239 schools had data for all of these variables.

The main effects for both law enforcement engagement type ($F(18,454) = 2.217$, $p = .003$) and law enforcement team involvement ($F(9,226) = 2.053$, $p = .035$) were significant. There was no interaction of law enforcement engagement type and law enforcement team involvement ($F(9,226) = 1.314$, $p = .230$).

The main effect of law enforcement engagement type was driven by three items:

- There is a school safety team at the school ($F(2,234) = 5.221$, $p = .006$)

- The school has behavioral threat assessment plans and protocols in place ($F(2,234) = 6.944$, $p = .001$)

- The school implements behavioral threat assessment protocols when necessary ($F(2,234) = 3.332$, $p = .037$)

There was a higher rate of agreement between the objective assessments and the school self-assessments about whether a school has a safety team at schools with either a rural SRO or non-SRO law enforcement engagement than at schools with no law enforcement engagement (see **Error! Reference source not found.**). On the other two items (whether the school had behavioral threat assessment plans and protocols, and whether the school implements these protocols when necessary) schools with rural SROs had a higher rate of agreement than schools with the other two types of law enforcement involvement. Additionally, schools with no law enforcement engagement had higher rates of agreement than did schools with non-SRO law enforcement engagement (see **Error! Reference source not found.**).

Figure 2. Agreement between Objective Assessment and School Self-assessment by Law Enforcement Engagement Type
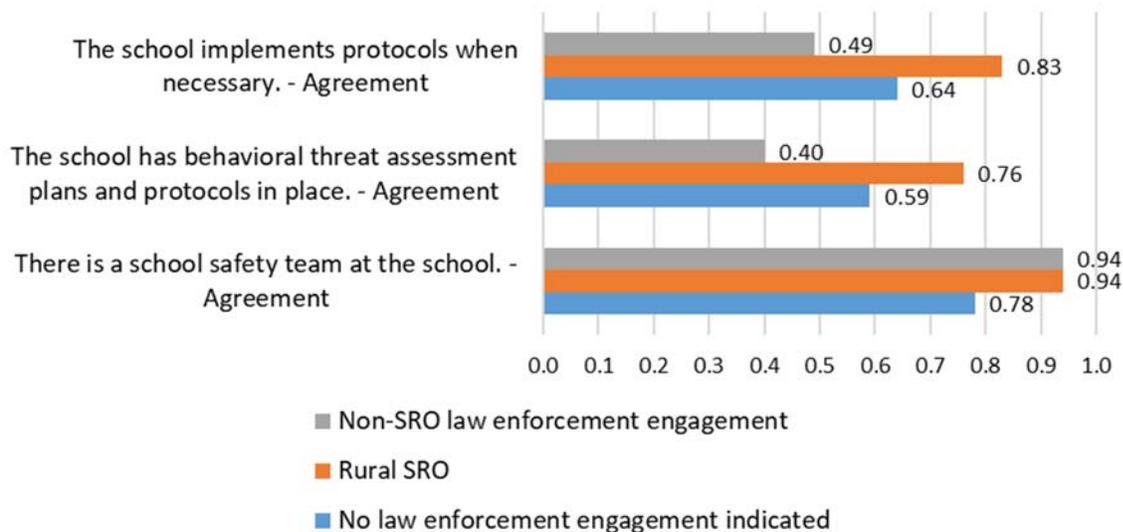
Note: Horizontal scale indicates proportion of schools with the item.

One item drove the effect for law enforcement team involvement: How often does the school coordinate efforts with partners ($F(1,234) = 4.749$, $p = .030$). Schools with law enforcement team involvement ($M = 0.65$) were more likely to have agreement between the objective assessment and the school self-assessment on this question than were schools without law enforcement involved on teams ($M = 0.52$)

Hypothesis #2: Rural K-12 schools with higher levels of actual (objectively determined) safety and security measures in place are more likely than schools with lower levels to formally engage law enforcement.

Seventeen variables were used to examine objective levels of safety and security measures, as indicated in assessor reports from the Nebraska Department of Education. A 2x3 factorial MANOVA was performed with law enforcement on teams (2) and law enforcement engagement type (3) as the grouping variables. There was an interaction of law enforcement team involvement and law enforcement engagement type ($F(17,228) = 1.968$, $p = .014$), as well as main effects of law enforcement engagement type ($F(34,458) = 1.808$, $p = .004$) and law enforcement team involvement ($F(17,228) = 1.919$, $p = .017$).

The interaction effect was driven by two of the items: "The school implements threat assessment protocols when necessary" ($F(1,244) = 5.311$, $p = .022$), and "An anonymous reporting system is made available by the school" ($F(1,244) = 6.291$, $p = .013$). On both items, rural SROs on teams were more likely to endorse the item than were rural SROS not on teams. Non-SRO law enforcement were equally likely to endorse the item whether they were on teams or not, and at about the same level as schools with no law enforcement engagement (see Figure 3 and Figure 4; see Appendix 1 for table of descriptive statistics).

Figure 3. Interaction of law enforcement engagement type and law enforcement team involvement - The school implements threat assessment protocols when necessary
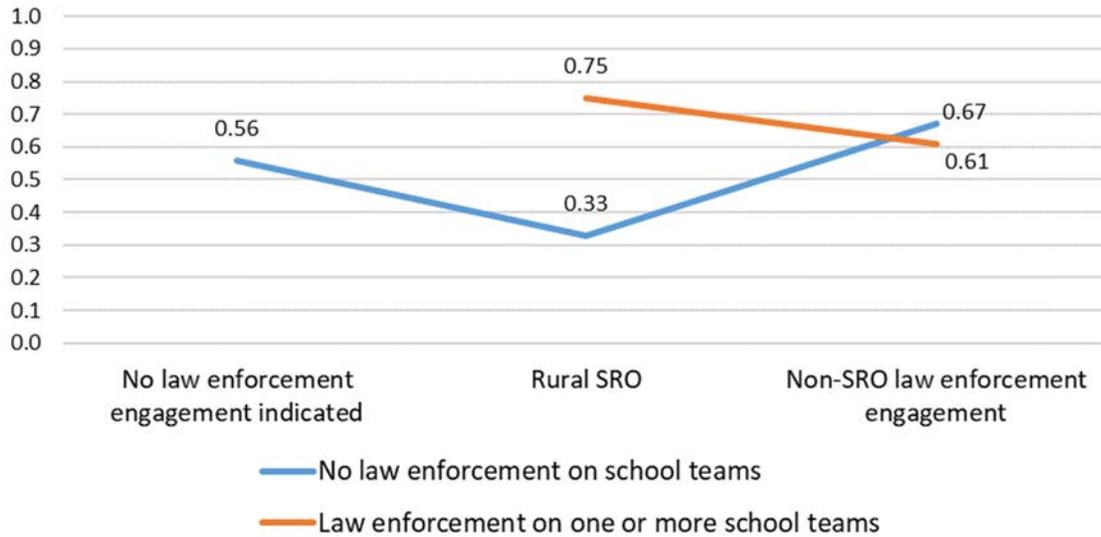
Note: Vertical scale indicates proportion of schools with the item.

Figure 4. Interaction of law enforcement engagement type and law enforcement team involvement - An anonymous reporting system is made available by the school
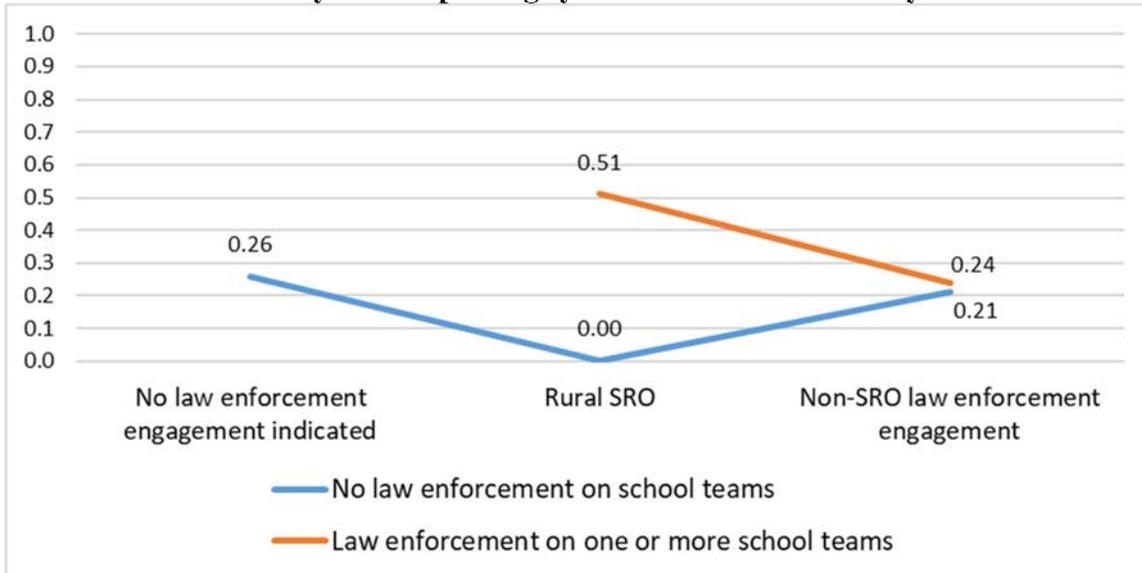
Note: Vertical scale indicates proportion of schools with the item.

The main effect of law enforcement engagement type was driven by five items:

- How often does the safety team meet ($F(2,244) = 4.366$, $p = .014$)

- The school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) Center guidance ($F(2,244) = 3.243$, $p = .041$)

- The school uses trained staff to conduct behavioral threat assessments ($F(2,244) = 3.231$, $p = .041$)

- Individuals are trained to evaluate threats ($F(2,244) = 4.993$, $p = .007$)

- If there is a concern ____ poses a threat to your building, how to you monitor behavior – plan exists - Staff member ($F(2,244) = 4.212$, $p = .016$)

For how often the safety team meets, schools with rural SROs ($M = 1.63$) or with non-SRO law enforcement engagement ($M = 1.68$) met more often than those without law enforcement engagement ($M = 1.38$). Similarly, a higher proportion of schools with rural SROs or with non-SRO law enforcement engagement used REMS-TA guidance than schools with no law enforcement engagement (see Figure 5 for Means of schools using REMS-TA guidance).

Schools with rural SROs were more likely than the other two law enforcement engagement types to use trained staff to conduct behavioral threat assessment, employ individuals trained to evaluate threats, and have a plan to monitor threats posed by staff members (see Figure 5).

Figure 5. Objective safety and security measures by law enforcement engagement type
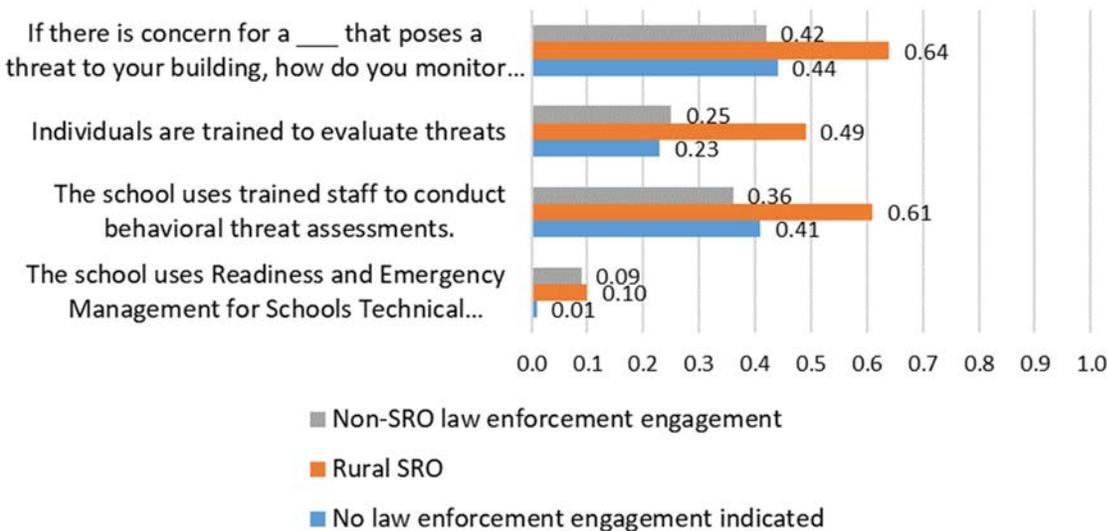
*Note*: Horizontal scale indicates proportion of schools with the item.

The main effect of law enforcement team involvement was driven by four items:

- The school has behavioral threat assessment plans and protocols in place ($F(1,244) = 6.489$, $p = .011$)

- A threat assessment team is in place ($F(1,244) = 4.566$, $p = .034$)

- The crisis team is trained in threat assessment ($F(1,244) = 6.964$, $p = .009$)

- An anonymous reporting system is made available by the school ($F(1,244) = 8.040$, $p = .005$)

Having law enforcement involved on teams was associated with a higher rate of schools having each of these components in place (see Figure 6).

Figure 6. Objective safety and security measures by law enforcement team involvement
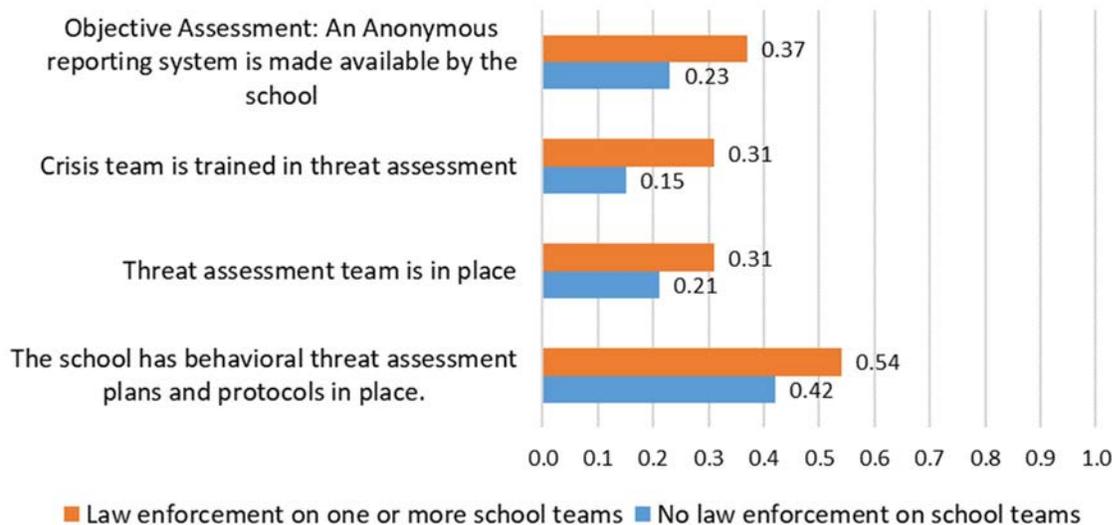
Note: Horizontal scale indicates proportion of schools with the item.

Hypothesis #3: Law enforcement engagement types and levels are influenced by an interplay of individual perceptions, school-level variables, and community factors.

Law enforcement and school online/telephone surveys were obtained for 48 schools. Three items about school safety and security from these surveys were examined by law enforcement team engagement, and law enforcement engagement type. There were no schools with "No law enforcement engagement" among those with responses to both surveys. A mixed-groups factorial MANOVA was performed with law enforcement on teams (2) and law enforcement engagement type (2) as the grouping variables.

Overall, there were no significant main effects for the following: law enforcement engagement type ($F(3,38) = 0.415$, $p = .743$), law enforcement team engagement ($F(3,38) = 2.436$, $p = .080$), or the perceptions of law enforcement compared to school officials ($F(3,38) = 1.912$, $p = .144$). There were also no significant interactions for the following: law enforcement engagement type by law enforcement team engagement ($F(3,38) = 0.354$, $p = .787$), law

enforcement engagement type by law enforcement vs. school comparison ($F(3,38) = 1.735$, $p = .176$), law enforcement team engagement by law enforcement vs. school comparison ($F(3,38) = 0.778$, $p = .513$), or law enforcement engagement type by law enforcement team engagement by law enforcement vs. school comparison ($F(3,38) = 1.345$, $p = .274$).

Student perception of safety was available by school from the most recent Nebraska Risk and Protective Factor Student Survey (NRPFSS), with one question asking students to indicate on a 1 to 4 scale how much they agree or disagree (1 = Strongly disagree, 4 = Strongly agree) with the statement "I feel safe at my school". A factorial ANOVA with law enforcement on teams (2) and law enforcement engagement type (3) as the grouping variables was performed.

There was no main effect of law enforcement engagement type ($F(2,144) = 0.713$, $p = .492$), nor an interaction of law enforcement engagement type with law enforcement team involvement ($F(1,144) = 2.999$, $p = .085$). There was a main effect of law enforcement team involvement ($F(1,144) = 5.706$, $p = .018$). At schools without law enforcement team involvement, students reported feeling safer ($M = 3.3$) than at schools with law enforcement team involvement ($M = 3.2$).

Analyses also examined school-level characteristics in relation to law enforcement engagement types/team involvement (Table 2). Six school-level characteristics were examined: student poverty (indicated by free/reduced lunch participation, and whether school is a Title 1 school), student population size, student-teacher ratio, school mobility rate, school budget per student; 85 schools had data for all of these variables. These six characteristics were examined using a factorial MANOVA with law enforcement on teams (2) and law enforcement engagement type (3) as the grouping variables. There were no significant main effects or interactions on the following: main effect of law enforcement engagement type ($F(12,152) =$

0.666, $p = .782$); main effect of law enforcement team involvement ($F(6,75) = 1.787$, $p = .113$); interaction of law enforcement engagement type with law enforcement team involvement ($F(6,75) = 1.278$, $p = .278$).

Crime and community data was available for 108 schools; 89 schools had data on all other variables examined. The seven crime and community variables used in this analysis were retrieved or calculated from the most recent publically available census and crime data. Population was considered for the community a school was located in and not the entire catchment area if it was a consolidated school serving adjacent rural areas. Variables included crime rates (property and violent crime), overall number of crimes per square mile, law enforcement coverage (square miles per officer and population per officer), community population size, and community poverty. These variables were entered into a factorial MANOVA with law enforcement team involvement (2) and law enforcement engagement type (3) as the grouping variables.

There was not an interaction effect of law enforcement engagement type with law enforcement team involvement ($F(7,78) = 1.998$, $p = .066$). There was a main effect of law enforcement engagement type ($F(14,158) = 2.240$, $p = .008$). This effect was driven by four items: community population size ($F(2,84) = 3.913$, $p = .024$), violent crime rate ($F(2,84) = 6.535$, $p = .002$), property crime rate ($F(2,84) = 6.170$, $p = .003$), and number of crimes per square mile ($F(2,84) = 5.358$, $p = .006$). Schools with rural SROs had both larger community population size and were in communities with a higher violent crime rate than schools with non-SRO law enforcement involvement; schools with no law enforcement involvement fell between the other two groups and did not differ from them (see Table 4). Schools with rural SROs were in communities with both higher property crime rates and a larger number of crimes per square

mile than were schools with either non-SRO law enforcement engagement, or with no law enforcement engagement; these latter two groups did not differ from each other (see Table 4).

Table 4. Community characteristics by law enforcement engagement type

Community Characteristic	No law enforcement engagement indicated M (SD)	Rural SRO M (SD)	Non-SRO law enforcement engagement M (SD)
Community Population	14512.4 [ab] (24711.6)	19975.1 [a] (16084.6)	12095.5 [b] (12040.2)
Violent crime rate	7.9 [ab] (7.2)	10.5 [a] (5.3)	4.8 [b] (4.6)
Property crime rate	13.7 [b] (12.6)	24.3 [a] (9.6)	11.9 [b] (8.4)
Number of crimes per square mile	15.6 [b] (22.5)	58.5 [a] (33.5)	11.1 [b] (20.1)

Note: Across a row, means with the same superscript do not differ from each other.

There was also a main effect of law enforcement team involvement ($F(7,78) = 2.753$, $p = .013$). This effect was driven by two items: number of crimes per square mile $F(1,84) = 11.884$, $p = .001$), and number of people per officer in the law enforcement coverage area $F(1,84) = 4.907$, $p = .029$). Schools with law enforcement team involvement were in law enforcement coverage areas with a larger number of crimes per square mile ($M = 35.4$) than were schools without law enforcement team involvement ($M = 10.1$). At the same time, schools with law enforcement team involvement had law enforcement coverage areas with a lower number of people per officer ($M = 741.3$) than schools without law enforcement team involvement ($M = 1282.5$).

Discussion

The goal of this research was to understand how perceptions and the organization of school safety and security are associated with the level and type of law enforcement engagement in rural schools. Schools and law enforcement agencies located in rural areas often function with fewer resources and serve larger geographic areas than in urban or suburban areas. While rural schools engage with law enforcement, they often do not label the engagement as part of a traditional "School Resource Officer" (SRO) model. The type and level of engagement between law enforcement and rural schools varies. The resulting rural School Resource Officer (SRO) framework detailed from the present study differs from traditional SRO models. Rural SROs, in contrast to traditional SROs, serve multiple schools within the districts in addition to other law enforcement duties. The level of formal rural law enforcement commitment within school districts was related to the amount of engagement in various safety planning and prevention activity involving contact with students and educators (e.g., safety and threat assessment team involvement, serving as informal counselor to at-risk students, liaison with school personnel related to law enforcement matters). Not surprising, the level of engagement between schools and law enforcement is driven, in part, by resources. More populated communities with more law enforcement resources were more likely to have higher levels of law enforcement engagement within the school districts.

Within the literature, the nature of law enforcement-school engagement is often framed in terms of the level of physical presence of police in school settings. However, the actual presence of an officer does not always correlate with high levels of actual engagement or coordination between law enforcement and school personnel. Most research on law enforcement engagement has focused on the use of a specific type of engagement: the traditional SRO model. Using SROs is one aspect of an overall safety and security plan in kindergarten through 12th

grade (K-12) schools. Research on the effectiveness of SROs for this purpose has been mixed (O'Murphy, 2013; Weiler & Cray, 2011). For example, some studies point to a reduction in school-level violence due to the presence of SROs or security personnel, while others found that students at an individual level actually felt less safe as a result of their presence (Perumean-Chaney & Sutton, 2013; Tillyer, Fisher & Wilcox, 2011; Travis & Coon, 2005). Our research supports this finding with students in rural areas feeling less safe when there is a formal law enforcement presence in their schools than when there is less formal engagement.

In rural areas with a more generalist (as opposed to specialist) policing strategy, there are fewer opportunities and resources to dedicate specifically to school settings. However, that does not mean that law enforcement is not engaged in some way with the schools in the areas for which they have responsibility. For example, the present study found that less-embedded law enforcement (i.e., non-SROs) still demonstrated engagement with rural school districts on various safety activities. Such personnel were engaged to a lesser extent and less likely to engage in student and educator contact compared to their more engaged rural SRO counterparts. Furthermore, in smaller communities without significant formal engagement with schools, the relatively disengaged law enforcement agencies still addressed crime within rural school settings in a reactive, as-needed basis.

Our results help paint a picture of how rural schools engage with law enforcement both formally and informally. Rural areas are often served by law enforcement agencies that are understaffed and underfunded with large geographic areas of service. As such, it is often both cost prohibitive and unfeasible for law enforcement to engage using any of the SRO specialist models with personnel solely earmarked to school sites. The present results support the notion that the level of engagement between schools and law enforcement is driven, in part, by

resources. More populated communities with more law enforcement resources were more likely to have higher levels of law enforcement engagement within the school districts. However, it must be made clear that the level of engagement between schools and law enforcement still required both commitment of resources (either rural SROs or non-SROs with significant engagement) as well as frequent engagement between the parties. Bottom line, rural schools often do have relationships with law enforcement and they rely upon them as part of their overall plan for safety and security.

Hypothesis #1 was supported: *Rural K-12 schools whose subjective assessments are more highly correlated with objective assessments of safety and security are more likely than schools with less correlated assessments to engage formally with law enforcement.*

Schools with formal law enforcement engagement (rural SROs) were more likely to have agreement between the school self-assessments and the objective assessments that the school had behavioral threat assessment plans and protocols in place, and that they implemented these protocols when necessary, than did schools with non-SRO law enforcement engagement, or schools with no law enforcement engagement. Additionally, schools with law enforcement team involvement were more likely to have agreement about how often the school coordinated with community partners. Literature from both education professions as well as other professional fields highlight the need to implement independent auditing procedures to ensure best practices (Arntz-Gray, 2016; Schwartz 2013). These implications also apply to our results that indicated there were significant differences in agreement between subjective and objective assessments of safety plans.

Hypothesis #2 was supported: *Rural K-12 schools with higher levels of actual (objectively determined) safety and security measures in place are more likely than schools with lower levels to formally engage law enforcement.*

Schools with rural SROs reported using trained staff to conduct behavioral threat assessment, had staff trained to evaluate threats, and had a plan to monitor a staff member who poses a threat more often than did schools with informal law enforcement involvement (non-SRO law enforcement engagement) or schools without law enforcement engagement. Also, schools with rural SROs met more often and reported using REMS-TA guidance more than those without law enforcement engagement, although they were not significantly different from schools with informal law enforcement engagement. Additionally, having law enforcement involved on teams in the school related to schools being more likely to have behavioral threat assessment plans and protocols in place, have a threat assessment team in place, have a crisis team trained in threat assessment, and have an anonymous reporting system.

There was an interaction related to this hypothesis: schools with rural SROs who served on teams were more likely to implement threat assessment protocols when necessary, and to have an anonymous reporting system, than rural SROs not on teams. There was no difference on these items for non-SRO law enforcement engagement whether on teams or not on teams, or for schools with no law enforcement engagement. This indicates that the more engaged rural SROs are with the school (i.e., serving on teams as well as other duties), the more likely a school is to have certain safety and security measures in place.

Hypothesis #3 was partially supported: *Law enforcement engagement types and levels are influenced by an interplay of individual perceptions, school-level variables, and community factors.*

Regarding individual perceptions, there were not significant relationships between law enforcement engagement type, or law enforcement team involvement, and perceptions of law enforcement or school leadership regarding school safety. However, there was a relationship between student perceptions of school safety and law enforcement team involvement; students felt *less* safe at schools that had law enforcement involved with one or more teams at the school.

There were no significant relationships of law enforcement engagement type, or law enforcement team involvement, with the school-level variables. There were significant relationships of community-level variables with law enforcement engagement type. Specifically, schools with rural SROs were in communities with a larger population and with a higher violent crime rate than schools with non-SRO law enforcement engagement. Additionally, schools with rural SROs were in communities with both higher property crime rates and a larger number of crimes per square mile than were schools either with non-SRO law enforcement engagement or with no law enforcement engagement.

Community-level variables were also associated with law enforcement team involvement. Schools with law enforcement team involvement were in law enforcement coverage areas with a larger number of crimes per square mile, and with a lower number of people per officer, than schools without law enforcement team involvement. This indicates law enforcement participation on teams in schools that are in areas with higher need for law enforcement (higher number of crimes per square mile) and with availability of officers (lower people per officer).

Limitations and future research

There are several limitations to the current research. First, we were unable to examine the relationships for school safety and law enforcement engagement with crime on school property given the nature of how rural schools and law enforcement document these incidents. Some

research suggests that rural communities operate less formally than metropolitan areas (Minor, 2002). Future research may consider investigating how this culture may translate to law enforcement operations and documentation processes. Second, the current analyses did not compare rural school settings to urban schools but instead made rural communities the central focus of the study. Comparing rural schools to urban schools could isolate which components of our findings are generalizable to other settings vs. specific to rural locations. These limitations notwithstanding, the current study adds to the existing literature in the field by investigating law enforcement engagement in rural communities using data points from multiple perspectives.

Overall, literature investigating rural law enforcement in schools is scarce. Future studies should continue to examine these issues. This is particularly important because one third of schools in the United States are rural, and 19% of the nation's children, or approximately nine million children, are in rural school settings (Showalter, Klein, Johnson, & Hartman, 2017). The current research offers several directions for future research. Our findings suggest that law enforcement engagement is related to community-level variables (i.e., population, crime rate). Future research may consider examining the influence of other community-level variables common among rural communities, such as social cohesion and community participation. Rural schools are often strained by a lack of financial resources, and funding is often cited as a major barrier to implementing policing strategies (i.e., SROs; Travis & Coon, 2005). Future studies should investigate the cost-benefits and feasibility of various law enforcement engagement strategies among rural communities to facilitate more sustainable policing strategies. A strength of our study was to study the perspectives of students, law enforcement, and school personnel, but future research may consider adding perspectives from rural student family members and community members. Finally, a key area for future research is to examine how different models

of law enforcement in schools are related to measures of school safety such as reporting and processing threats and the occurrence of crimes and violent incidents at schools.

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Descriptive Tables for Analyses

Objective 1.3

Typology Law Enforcement Engagement Type and Law Enforcement Team Involvement

	Law Enforcement Engagement Type			
Law Enforcement Team Involvement	**No law enforcement engagement indicated**	**Rural SRO**	**Non-SRO law enforcement engagement**	**Total**
Law enforcement not on teams	103	12	54	169
Law enforcement on one or more school teams	0	77	115	192
Total	103	89	169	361

Which of the following activities does law enforcement do with the school by law enforcement engagement type and law enforcement team involvement
Note: no schools with responses to the above question had no law enforcement engagement

	Law Enforcement Engagement Type	**Law Enforcement Team Involvement**	**Mean**	**Std. Deviation**	**N**
Investigates crime on school property.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.92	.272	26
		Total	.89	.315	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.83	.384	29
		Law enforcement on one or more school teams	.98	.136	54
		Total	.93	.261	83
	Total	No law enforcement on school teams indicated	.81	.402	31
		Law enforcement on one or more school teams	.96	.191	80
		Total	.92	.274	111
Inspects the building and advises on safety issues.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.86	.356	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.45	.506	29
		Law enforcement on one or more school teams	.74	.442	54
		Total	.64	.483	83

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
	Total	No law enforcement on school teams indicated	.45	.506	31
		Law enforcement on one or more school teams	.79	.412	80
		Total	.69	.463	111
Educates students on crime prevention.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.73	.452	26
		Total	.71	.460	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.38	.494	29
		Law enforcement on one or more school teams	.46	.503	54
		Total	.43	.499	83
	Total	No law enforcement on school teams indicated	.39	.495	31
		Law enforcement on one or more school teams	.55	.501	80
		Total	.50	.502	111
Serves as an informal counselor to students at risk.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.77	.430	26
		Total	.75	.441	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.10	.310	29
		Law enforcement on one or more school teams	.24	.432	54
		Total	.19	.397	83
	Total	No law enforcement on school teams indicated	.13	.341	31
		Law enforcement on one or more school teams	.41	.495	80
		Total	.33	.474	111
Serves as a liaison between the school, community and local law enforcement.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.89	.315	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.38	.494	29
		Law enforcement on one or more school teams	.52	.504	54
		Total	.47	.502	83
	Total	No law enforcement on school teams indicated	.42	.502	31

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
		Law enforcement on one or more school teams	.64	.484	80
		Total	.58	.496	111
Investigates or consults on non-criminal but concerning activity.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.81	.402	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.69	.471	29
		Law enforcement on one or more school teams	.72	.452	54
		Total	.71	.456	83
	Total	No law enforcement on school teams indicated	.71	.461	31
		Law enforcement on one or more school teams	.75	.436	80
		Total	.74	.441	111
Assists the school with emergency planning.	Rural SRO	No law enforcement on school teams indicated	.00	.000	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.34	.484	29
		Law enforcement on one or more school teams	.72	.452	54
		Total	.59	.495	83
	Total	No law enforcement on school teams indicated	.32	.475	31
		Law enforcement on one or more school teams	.77	.420	80
		Total	.65	.480	111
Assists on an as-needed basis with restraining students.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.85	.368	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.52	.509	29
		Law enforcement on one or more school teams	.69	.469	54
		Total	.63	.487	83
	Total	No law enforcement on school teams indicated	.52	.508	31
		Law enforcement on one or more school teams	.74	.443	80
		Total	.68	.470	111

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
Provides event security.	Rural SRO	No law enforcement on school teams indicated	.00	.000	2
		Law enforcement on one or more school teams	.85	.368	26
		Total	.79	.418	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.52	.509	29
		Law enforcement on one or more school teams	.65	.482	54
		Total	.60	.492	83
	Total	No law enforcement on school teams indicated	.48	.508	31
		Law enforcement on one or more school teams	.71	.455	80
		Total	.65	.480	111
Investigates or consults on issues of concern involving student/staff safety off school property.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.89	.315	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.59	.501	29
		Law enforcement on one or more school teams	.78	.420	54
		Total	.71	.456	83
	Total	No law enforcement on school teams indicated	.61	.495	31
		Law enforcement on one or more school teams	.81	.393	80
		Total	.76	.431	111
Develops school safety plans.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.85	.368	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.38	.494	29
		Law enforcement on one or more school teams	.69	.469	54
		Total	.58	.497	83
	Total	No law enforcement on school teams indicated	.39	.495	31
		Law enforcement on one or more school teams	.74	.443	80
		Total	.64	.482	111
Patrols routes to school.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
		Law enforcement on one or more school teams	.81	.402	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.90	.310	29
		Law enforcement on one or more school teams	.98	.136	54
		Total	.95	.215	83
	Total	No law enforcement on school teams indicated	.90	.301	31
		Law enforcement on one or more school teams	.93	.265	80
		Total	.92	.274	111
Conducts safety and security inspections.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.73	.452	26
		Total	.71	.460	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.48	.509	29
		Law enforcement on one or more school teams	.63	.487	54
		Total	.58	.497	83
	Total	No law enforcement on school teams indicated	.48	.508	31
		Law enforcement on one or more school teams	.66	.476	80
		Total	.61	.489	111
Conducts emergency response drills/simulations.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.85	.368	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.31	.471	29
		Law enforcement on one or more school teams	.57	.499	54
		Total	.48	.503	83
	Total	No law enforcement on school teams indicated	.32	.475	31
		Law enforcement on one or more school teams	.66	.476	80
		Total	.57	.498	111
Provides training inside school related to specific areas (e.g., drugs, alcohol, crime, personal safety, etc.).	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.89	.315	28

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.52	.509	29
		Law enforcement on one or more school teams	.59	.496	54
		Total	.57	.499	83
	Total	No law enforcement on school teams indicated	.55	.506	31
		Law enforcement on one or more school teams	.69	.466	80
		Total	.65	.480	111
Participates in joint programming in addition to education (e.g., dating violence, drugs, etc.).	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.69	.471	26
		Total	.71	.460	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.34	.484	29
		Law enforcement on one or more school teams	.50	.505	54
		Total	.45	.500	83
	Total	No law enforcement on school teams indicated	.39	.495	31
		Law enforcement on one or more school teams	.56	.499	80
		Total	.51	.502	111
Builds relationships with youth to improve youth/police relations.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.88	.326	26
		Total	.89	.315	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.76	.435	29
		Law enforcement on one or more school teams	.78	.420	54
		Total	.77	.423	83
	Total	No law enforcement on school teams indicated	.77	.425	31
		Law enforcement on one or more school teams	.81	.393	80
		Total	.80	.400	111
Conducts home visits regarding student concern or welfare check.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.81	.402	26
		Total	.79	.418	28
		No law enforcement on school teams indicated	.55	.506	29

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
	Non-SRO law enforcement engagement	Law enforcement on one or more school teams	.69	.469	54
		Total	.64	.483	83
	Total	No law enforcement on school teams indicated	.55	.506	31
		Law enforcement on one or more school teams	.72	.449	80
		Total	.68	.470	111
Deals with on school property issues like bullying or truancy.	Rural SRO	No law enforcement on school teams indicated	1.00	.000	2
		Law enforcement on one or more school teams	.81	.402	26
		Total	.82	.390	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.48	.509	29
		Law enforcement on one or more school teams	.80	.407	54
		Total	.69	.467	83
	Total	No law enforcement on school teams indicated	.52	.508	31
		Law enforcement on one or more school teams	.80	.403	80
		Total	.72	.451	111
Deals with off school property issues like crime or sex offenders in the school neighborhood.	Rural SRO	No law enforcement on school teams indicated	.50	.707	2
		Law enforcement on one or more school teams	.73	.452	26
		Total	.71	.460	28
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.62	.494	29
		Law enforcement on one or more school teams	.83	.376	54
		Total	.76	.430	83
	Total	No law enforcement on school teams indicated	.61	.495	31
		Law enforcement on one or more school teams	.80	.403	80
		Total	.75	.436	111

Objective 2.2

Objective assessment of school safety and security by school self-report of school safety and security

How often does the school coordinate efforts with partners?

		Objective Assessment			
		The school has not communicated with local authorities/less than once per year	Meets once per year	Meets multiple times per year	Total
School Self-Report	The school has not communicated with local authorities/less than once per year	4	2	7	13
	Once per year	18	14	32	64
	Multiple times per year	18	20	125	163
Total		40	36	164	240

The school has guidelines and/or policies for incident management.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	*	*	*
	Yes	95	145	240
	Total	95	145	240

Note: All School Self-Reports indicated a "Yes" response to this question.

The school uses a Standard Response Protocol (SRP).

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	21	47	68
	Yes	24	148	172
	Total	45	195	240

There is a school safety team at the school.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	0	7	7
	Yes	20	212	232
	Total	20	219	239

How often does the safety team meet?

		Objective Assessment			
		The safety team has not met in the last year.	Meets once per year	Meets twice or more per year	Total
School Self-Report	The safety team has not met in the last year.	2	8	4	14
	Meets once per year	9	40	35	84
	Meets more than twice a year	12	21	108	141
Total		23	69	147	239

The school has behavioral threat assessment plans and protocols in place.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	48	14	62
	Yes	92	85	177
	Total	140	99	239

The school implements protocols when necessary.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	38	24	62
	Yes	65	112	177
	Total	103	136	239

The school uses trained staff to conduct behavioral threat assessments.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	112	50	162
	Yes	30	47	77
	Total	142	97	239

The school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) Center guidance.

		Objective Assessment		
		No	Yes	Total
School Self-Report	No	66	4	70
	Yes	155	14	169
	Total	221	18	239

Objective 3.1

Objective assessment safety and security questions (17 questions) by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
Objective Assessment: How often does the school coordinate efforts with partners?	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.40	.783	82
		Total	1.40	.783	82
	Rural SRO	No law enforcement on school teams indicated	1.33	.707	9
		Law enforcement on one or more school teams	1.73	.545	63
		Total	1.68	.577	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.50	.834	24
		Law enforcement on one or more school teams	1.66	.631	71
		Total	1.62	.687	95
	Total	No law enforcement on school teams indicated	1.42	.783	115
		Law enforcement on one or more school teams	1.69	.591	134
		Total	1.57	.699	249
Objective Assessment: The school has guidelines and/or policies for incident management.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.66	.477	82
		Total	.66	.477	82
	Rural SRO	No law enforcement on school teams indicated	.56	.527	9
		Law enforcement on one or more school teams	.73	.447	63
		Total	.71	.458	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.63	.495	24
		Law enforcement on one or more school teams	.58	.497	71
		Total	.59	.495	95
	Total	No law enforcement on school teams indicated	.64	.481	115
		Law enforcement on one or more school teams	.65	.479	134
		Total	.65	.479	249
Objective Assessment: The school uses a Standard Response Protocol (SRP).	No law enforcement engagement indicated	No law enforcement on school teams indicated	.87	.343	82
		Total	.87	.343	82
	Rural SRO	No law enforcement on school teams indicated	.89	.333	9

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
		Law enforcement on one or more school teams	.92	.272	63
		Total	.92	.278	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.87	.338	24
		Law enforcement on one or more school teams	.82	.390	71
		Total	.83	.376	95
	Total	No law enforcement on school teams indicated	.87	.338	115
		Law enforcement on one or more school teams	.87	.342	134
		Total	.87	.340	249
Objective Assessment: When was the last time the school invited ___ to walk the building...-Law Enforcement	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.45	.932	82
		Total	1.45	.932	82
	Rural SRO	No law enforcement on school teams indicated	1.00	.000	9
		Law enforcement on one or more school teams	1.22	.706	63
		Total	1.19	.664	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.33	.816	24
		Law enforcement on one or more school teams	1.30	.818	71
		Total	1.31	.813	95
	Total	No law enforcement on school teams indicated	1.39	.876	115
		Law enforcement on one or more school teams	1.26	.765	134
		Total	1.32	.819	249
Objective Assessment: There is a school safety team at the school.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.93	.262	82
		Total	.93	.262	82
	Rural SRO	No law enforcement on school teams indicated	1.00	.000	9
		Law enforcement on one or more school teams	.95	.215	63
		Total	.96	.201	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.00	.000	24
		Law enforcement on one or more school teams	1.00	.000	71
		Total	1.00	.000	95
	Total	No law enforcement on school teams indicated	.95	.223	115
		Law enforcement on one or more school teams	.98	.148	134

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
		Total	.96	.187	249
Objective Assessment: How often does the safety team meet?	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.38	.678	82
		Total	1.38	.678	82
	Rural SRO	No law enforcement on school teams indicated	1.67	.500	9
		Law enforcement on one or more school teams	1.62	.580	63
		Total	1.63	.568	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.75	.442	24
		Law enforcement on one or more school teams	1.66	.506	71
		Total	1.68	.490	95
	Total	No law enforcement on school teams indicated	1.48	.640	115
		Law enforcement on one or more school teams	1.64	.540	134
		Total	1.57	.593	249
Objective Assessment: The school has behavioral threat assessment plans and protocols in place.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.46	.502	82
		Total	.46	.502	82
	Rural SRO	No law enforcement on school teams indicated	.22	.441	9
		Law enforcement on one or more school teams	.67	.475	63
		Total	.61	.491	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.33	.482	24
		Law enforcement on one or more school teams	.42	.497	71
		Total	.40	.492	95
	Total	No law enforcement on school teams indicated	.42	.495	115
		Law enforcement on one or more school teams	.54	.500	134
		Total	.48	.501	249
Objective Assessment: The school implements protocols when necessary.	No law enforcement engagement indicated	No LE on school teams indicated	.56	.499	82
		Total	.56	.499	82
	Rural SRO	No law enforcement on school teams indicated	.33	.500	9
		Total	.75	.439	63
		No law enforcement on school teams indicated	.69	.464	72
		Law enforcement on one or more school teams	.67	.482	24

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
	Non-SRO law enforcement engagement	Total	.61	.492	71
		No law enforcement on school teams indicated	.62	.488	95
	Total	Law enforcement on one or more school teams	.57	.498	115
		Total	.67	.471	134
		No law enforcement on school teams indicated	.62	.486	249
Objective Assessment: The school uses trained staff to conduct behavioral threat assessments.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.41	.496	82
		Total	.41	.496	82
	Rural SRO	No law enforcement on school teams indicated	.56	.527	9
		Law enforcement on one or more school teams	.62	.490	63
		Total	.61	.491	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.29	.464	24
		Law enforcement on one or more school teams	.38	.489	71
		Total	.36	.482	95
	Total	No law enforcement on school teams indicated	.40	.492	115
		Law enforcement on one or more school teams	.49	.502	134
		Total	.45	.498	249
Objective Assessment: The school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) Center guidance.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.01	.110	82
		Total	.01	.110	82
	Rural SRO	No law enforcement on school teams indicated	.11	.333	9
		Law enforcement on one or more school teams	.10	.296	63
		Total	.10	.298	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.17	.381	24
		Law enforcement on one or more school teams	.07	.258	71
		Total	.09	.294	95
	Total	No law enforcement on school teams indicated	.05	.223	115
		Law enforcement on one or more school teams	.08	.276	134
		Total	.07	.253	249
Objective Assessment:	No law enforcement engagement indicated	No law enforcement on school teams indicated	.26	.439	82
		Total	.26	.439	82

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
An Anonymous reporting system is made available by the school	Rural SRO	No law enforcement on school teams indicated	.00	.000	9
		Law enforcement on one or more school teams	.51	.504	63
		Total	.44	.500	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.21	.415	24
		Law enforcement on one or more school teams	.24	.430	71
		Total	.23	.424	95
	Total	No law enforcement on school teams indicated	.23	.420	115
		Law enforcement on one or more school teams	.37	.483	134
		Total	.30	.460	249
Objective Assessment: EVALUATION of threats-Threat assessment team is in place	No law enforcement engagement indicated	No law enforcement on school teams indicated	.24	.432	82
		Total	.24	.432	82
	Rural SRO	No law enforcement on school teams indicated	.11	.333	9
		Law enforcement on one or more school teams	.44	.501	63
		Total	.40	.494	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.13	.338	24
		Law enforcement on one or more school teams	.18	.390	71
		Total	.17	.376	95
	Total	No law enforcement on school teams indicated	.21	.408	115
		Law enforcement on one or more school teams	.31	.463	134
		Total	.26	.440	249
Objective Assessment: EVALUATION of threats-Individuals are trained to evaluate threats	No law enforcement engagement indicated	No law enforcement on school teams indicated	.23	.425	82
		Total	.23	.425	82
	Rural SRO	No law enforcement on school teams indicated	.56	.527	9
		Law enforcement on one or more school teams	.48	.503	63
		Total	.49	.503	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.13	.338	24
		Law enforcement on one or more school teams	.30	.460	71
		Total	.25	.437	95
	Total	No law enforcement on school teams indicated	.23	.426	115

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
		Law enforcement on one or more school teams	.38	.487	134
		Total	.31	.465	249
Objective Assessment: EVALUATION of threats-Crisis team is trained in threat assessment	No law enforcement engagement indicated	No law enforcement on school teams indicated	.16	.367	82
		Total	.16	.367	82
	Rural SRO	No law enforcement on school teams indicated	.00	.000	9
		Law enforcement on one or more school teams	.40	.493	63
		Total	.35	.479	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.17	.381	24
		Law enforcement on one or more school teams	.24	.430	71
		Total	.22	.417	95
	Total	No law enforcement on school teams indicated	.15	.356	115
		Law enforcement on one or more school teams	.31	.466	134
		Total	.24	.426	249
Objective Assessment: If there is concern for a ___ that poses a threat to your building, how do you monitor behavior...-Student.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.63	.485	82
		Total	.63	.485	82
	Rural SRO	No law enforcement on school teams indicated	.89	.333	9
		Law enforcement on one or more school teams	.70	.463	63
		Total	.72	.451	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.58	.504	24
		Law enforcement on one or more school teams	.65	.481	71
		Total	.63	.485	95
	Total	No law enforcement on school teams indicated	.64	.481	115
		Law enforcement on one or more school teams	.67	.471	134
		Total	.66	.475	249
Objective Assessment: If there is concern for a ___ that poses a threat to your building, how do you monitor behavior...-Staff member.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.44	.499	82
		Total	.44	.499	82
	Rural SRO	No law enforcement on school teams indicated	.78	.441	9
		Law enforcement on one or more school teams	.62	.490	63
		Total	.64	.484	72

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.33	.482	24
		Law enforcement on one or more school teams	.45	.501	71
		Total	.42	.496	95
	Total	No law enforcement on school teams indicated	.44	.499	115
		Law enforcement on one or more school teams	.53	.501	134
		Total	.49	.501	249
Objective Assessment: If there is concern for a ___ that poses a threat to your building, how do you monitor behavior...- Parent or external person.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.48	.502	82
		Total	.48	.502	82
	Rural SRO	No law enforcement on school teams indicated	.78	.441	9
		Law enforcement on one or more school teams	.62	.490	63
		Total	.64	.484	72
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.42	.504	24
		Law enforcement on one or more school teams	.49	.504	71
		Total	.47	.502	95
	Total	No law enforcement on school teams indicated	.49	.502	115
		Law enforcement on one or more school teams	.55	.499	134
		Total	.52	.501	249

Objective 3.2

School self-report safety and security questions (9 questions) by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
School self-report: How often does the school coordinate efforts with partners?	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.53	.697	78
		Total	1.53	.697	78
	Rural SRO	No law enforcement on school teams indicated	1.80	.422	10
		Law enforcement on one or more school teams	1.81	.398	67
		Total	1.81	.399	77
		No law enforcement on school teams indicated	1.51	.607	37

	Non-SRO law enforcement engagement	Law enforcement on one or more school teams	1.49	.597	97
		Total	1.50	.598	134
	Total	No law enforcement on school teams indicated	1.54	.654	125
		Law enforcement on one or more school teams	1.62	.546	164
		Total	1.59	.595	289
School self-report: The school has guidelines and/or policies for incident management.	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.00	.000	78
		Total	1.00	.000	78
	Rural SRO	No law enforcement on school teams indicated	1.00	.000	10
		Law enforcement on one or more school teams	1.00	.000	67
		Total	1.00	.000	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.00	.000	37
		Law enforcement on one or more school teams	1.00	.000	97
		Total	1.00	.000	134
	Total	No law enforcement on school teams indicated	1.00	.000	125
		Law enforcement on one or more school teams	1.00	.000	164
		Total	1.00	.000	289
School self-report: The school uses a Standard Response Protocol (SRP).	No law enforcement engagement indicated	No law enforcement on school teams indicated	.71	.459	78
		Total	.71	.459	78
	Rural SRO	No law enforcement on school teams indicated	.50	.527	10
		Law enforcement on one or more school teams	.87	.344	67
		Total	.82	.388	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.70	.463	37
		Law enforcement on one or more school teams	.63	.486	97
		Total	.65	.479	134
	Total	No law enforcement on school teams indicated	.69	.465	125
		Law enforcement on one or more school teams	.73	.448	164
		Total	.71	.455	289
School self-report: There is a school safety team at the school.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.92	.268	78
		Total	.92	.268	78
	Rural SRO	No law enforcement on school teams indicated	1.00	.000	10

Measure	Group	Subgroup	Mean	SD	N
		Law enforcement on one or more school teams	.99	.122	67
		Total	.99	.114	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.00	.000	37
		Law enforcement on one or more school teams	1.00	.000	97
		Total	1.00	.000	134
	Total	No law enforcement on school teams indicated	.95	.215	125
		Law enforcement on one or more school teams	.99	.078	164
		Total	.98	.154	289
School self-report: How often does the safety team meet?	No law enforcement engagement indicated	No law enforcement on school teams indicated	1.35	.661	78
		Total	1.35	.661	78
	Rural SRO	No law enforcement on school teams indicated	1.70	.483	10
		Law enforcement on one or more school teams	1.58	.607	67
		Total	1.60	.591	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.51	.559	37
		Law enforcement on one or more school teams	1.58	.574	97
		Total	1.56	.569	134
	Total	No law enforcement on school teams indicated	1.42	.626	125
		Law enforcement on one or more school teams	1.58	.586	164
		Total	1.51	.607	289
School self-report: The school has behavioral threat assessment plans and protocols in place.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.73	.446	78
		Total	.73	.446	78
	Rural SRO	No law enforcement on school teams indicated	.60	.516	10
		Law enforcement on one or more school teams	.82	.386	67
		Total	.79	.408	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.76	.435	37
		Law enforcement on one or more school teams	.75	.434	97
		Total	.75	.432	134
	Total	No law enforcement on school teams indicated	.73	.447	125
		Law enforcement on one or more school teams	.78	.415	164
		Total	.76	.429	289

School self-report: The school implements protocols when necessary.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.73	.446	78
		Total	.73	.446	78
	Rural SRO	No law enforcement on school teams indicated	.60	.516	10
		Law enforcement on one or more school teams	.82	.386	67
		Total	.79	.408	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.76	.435	37
		Law enforcement on one or more school teams	.75	.434	97
		Total	.75	.432	134
	Total	No law enforcement on school teams indicated	.73	.447	125
		Law enforcement on one or more school teams	.78	.415	164
		Total	.76	.429	289
School self-report: The school uses trained staff to conduct behavioral threat assessments.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.21	.406	78
		Total	.21	.406	78
	Rural SRO	No law enforcement on school teams indicated	.20	.422	10
		Law enforcement on one or more school teams	.57	.499	67
		Total	.52	.503	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.14	.347	37
		Law enforcement on one or more school teams	.31	.465	97
		Total	.26	.441	134
	Total	No law enforcement on school teams indicated	.18	.389	125
		Law enforcement on one or more school teams	.41	.494	164
		Total	.31	.465	289
School self-report: The school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) Center guidance.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.69	.465	78
		Total	.69	.465	78
	Rural SRO	No law enforcement on school teams indicated	.40	.516	10
		Law enforcement on one or more school teams	.84	.373	67
		Total	.78	.417	77
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.70	.463	37
		Law enforcement on one or more school teams	.65	.480	97
		Total	.66	.474	134

				.67	.471	125
	Total	No law enforcement on school teams indicated		.67	.471	125
		Law enforcement on one or more school teams		.73	.448	164
		Total		.70	.458	289

Objective 3.3

Agreement between objective assessment and school self-report on safety and security questions (9 questions) by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
How often does the school coordinate efforts with partners? - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.54	.502	76
		Total	.54	.502	76
	Rural SRO	No law enforcement on school teams indicated	.29	.488	7
		Law enforcement on one or more school teams	.75	.437	56
		Total	.70	.463	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.55	.510	22
		Law enforcement on one or more school teams	.58	.497	78
		Total	.57	.498	100
	Total	No law enforcement on school teams indicated	.52	.502	105
		Law enforcement on one or more school teams	.65	.479	134
		Total	.59	.492	239
The school has guidelines and/or policies for incident management. - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.58	.497	76
		Total	.58	.497	76
	Rural SRO	No law enforcement on school teams indicated	.57	.535	7
		Law enforcement on one or more school teams	.73	.447	56
		Total	.71	.455	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.64	.492	22
		Law enforcement on one or more school teams	.54	.502	78
		Total	.56	.499	100
	Total	No law enforcement on school teams indicated	.59	.494	105
		Law enforcement on one or more school teams	.62	.487	134

		Total	.61	.490	239
The school uses a Standard Response Protocol (SRP). - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.72	.450	76
		Total	.72	.450	76
	Rural SRO	No law enforcement on school teams indicated	.43	.535	7
		Law enforcement on one or more school teams	.80	.401	56
		Total	.76	.429	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.73	.456	22
		Law enforcement on one or more school teams	.63	.486	78
		Total	.65	.479	100
	Total	No law enforcement on school teams indicated	.70	.458	105
		Law enforcement on one or more school teams	.70	.459	134
		Total	.70	.458	239
There is a school safety team at the school. - Agreement between assessor and self-report..	No law enforcement engagement indicated	No law enforcement on school teams indicated	.78	.419	76
		Total	.78	.419	76
	Rural SRO	No law enforcement on school teams indicated	1.00	.000	7
		Law enforcement on one or more school teams	.93	.260	56
		Total	.94	.246	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.00	.000	22
		Law enforcement on one or more school teams	.92	.268	78
		Total	.94	.239	100
	Total	No law enforcement on school teams indicated	.84	.370	105
		Law enforcement on one or more school teams	.93	.264	134
		Total	.89	.317	239
How often does the safety team meet? - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.50	.503	76
		Total	.50	.503	76
	Rural SRO	No law enforcement on school teams indicated	.57	.535	7
		Law enforcement on one or more school teams	.66	.478	56
		Total	.65	.481	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.68	.477	22
		Law enforcement on one or more school teams	.72	.453	78

		Total	.71	.456	100
	Total	No law enforcement on school teams indicated	.54	.501	105
		Law enforcement on one or more school teams	.69	.463	134
		Total	.63	.484	239
The school has behavioral threat assessment plans and protocols in place. - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.59	.495	76
		Total	.59	.495	76
	Rural SRO	No law enforcement on school teams indicated	.71	.488	7
		Law enforcement on one or more school teams	.77	.426	56
		Total	.76	.429	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.36	.492	22
		Law enforcement on one or more school teams	.41	.495	78
		Total	.40	.492	100
	Total	No law enforcement on school teams indicated	.55	.500	105
		Law enforcement on one or more school teams	.56	.498	134
		Total	.56	.498	239
The school implements protocols when necessary. - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.64	.482	76
		Total	.64	.482	76
	Rural SRO	No law enforcement on school teams indicated	.86	.378	7
		Law enforcement on one or more school teams	.82	.386	56
		Total	.83	.383	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.68	.477	22
		Law enforcement on one or more school teams	.44	.499	78
		Total	.49	.502	100
	Total	No law enforcement on school teams indicated	.67	.474	105
		Law enforcement on one or more school teams	.60	.492	134
		Total	.63	.484	239
The school uses trained staff to conduct behavioral threat assessments. - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.62	.489	76
		Total	.62	.489	76
	Rural SRO	No law enforcement on school teams indicated	.43	.535	7
		Law enforcement on one or more school teams	.70	.464	56

			Mean	Std. Deviation	N
		Total	.67	.475	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.59	.503	22
		Law enforcement on one or more school teams	.73	.446	78
		Total	.70	.461	100
	Total	No law enforcement on school teams indicated	.60	.492	105
		Law enforcement on one or more school teams	.72	.452	134
		Total	.67	.473	239
The school uses Readiness and Emergency Management for Schools Technical Assistance (REMS-TA) Center guidance. - Agreement between assessor and self-report.	No law enforcement engagement indicated	No law enforcement on school teams indicated	.32	.468	76
		Total	.32	.468	76
	Rural SRO	No law enforcement on school teams indicated	.71	.488	7
		Law enforcement on one or more school teams	.27	.447	56
		Total	.32	.469	63
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.32	.477	22
		Law enforcement on one or more school teams	.37	.486	78
		Total	.36	.482	100
	Total	No law enforcement on school teams indicated	.34	.477	105
		Law enforcement on one or more school teams	.33	.471	134
		Total	.33	.473	239

Objective 4.1

Law enforcement survey and school survey comparison by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
School Law Enforcement Survey: Please indicate your level of agreement with the following statements:-[School] is safe	Rural SRO	No law enforcement on school teams indicated	1.00	.	1
		Law enforcement on one or more school teams	1.20	.422	10
		Total	1.18	.405	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	2.00	1.000	11
		Law enforcement on one or more school teams	1.36	.953	22
		Total	1.58	1.001	33

	Total	No law enforcement on school teams indicated	1.92	.996	12
		Law enforcement on one or more school teams	1.31	.821	32
		Total	1.48	.902	44
Law Enforcement Survey: Please indicate your level of agreement with the following statements:-[School] is safe.	Rural SRO	No law enforcement on school teams indicated	3.00	.	1
		Law enforcement on one or more school teams	1.50	.707	10
		Total	1.64	.809	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	2.00	1.095	11
		Law enforcement on one or more school teams	1.32	.477	22
		Total	1.55	.794	33
	Total	No law enforcement on school teams indicated	2.08	1.084	12
		Law enforcement on one or more school teams	1.37	.554	32
		Total	1.57	.789	44
School Law Enforcement Survey: Please indicate your level of agreement with the following statements:-[School] is secure	Rural SRO	No law enforcement on school teams indicated	2.00	.	1
		Law enforcement on one or more school teams	1.50	.707	10
		Total	1.55	.688	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	2.64	1.206	11
		Law enforcement on one or more school teams	1.32	.716	22
		Total	1.76	1.091	33
	Total	No law enforcement on school teams indicated	2.58	1.165	12
		Law enforcement on one or more school teams	1.37	.707	32
		Total	1.70	1.002	44
Law Enforcement Survey: Please indicate your level of agreement with the following statements:-[School] is secure.	Rural SRO	No law enforcement on school teams indicated	4.00	.	1
		Law enforcement on one or more school teams	1.90	.876	10
		Total	2.09	1.044	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	2.36	.924	11
		Law enforcement on one or more school teams	1.73	1.077	22
		Total	1.94	1.059	33
	Total	No law enforcement on school teams indicated	2.50	1.000	12
		Law enforcement on one or more school teams	1.78	1.008	32
		Total	1.98	1.045	44

School Law Enforcement Survey: Please indicate your level of agreement with the following statements:-Law enforcement has a good relationship with [School]	Rural SRO	No law enforcement on school teams indicated	1.00	.	1
		Law enforcement on one or more school teams	1.40	.966	10
		Total	1.36	.924	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.64	1.027	11
		Law enforcement on one or more school teams	1.18	.664	22
		Total	1.33	.816	33
	Total	No law enforcement on school teams indicated	1.58	.996	12
		Law enforcement on one or more school teams	1.25	.762	32
		Total	1.34	.834	44
Law Enforcement Survey: Please indicate your level of agreement with the following statements:-Law enforcement has a good relationship with [School]	Rural SRO	No law enforcement on school teams indicated	1.00	.	1
		Law enforcement on one or more school teams	1.20	.632	10
		Total	1.18	.603	11
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1.36	.505	11
		Law enforcement on one or more school teams	1.27	.550	22
		Total	1.30	.529	33
	Total	No law enforcement on school teams indicated	1.33	.492	12
		Law enforcement on one or more school teams	1.25	.568	32
		Total	1.27	.544	44

Student perception of safety by law enforcement engagement type and law enforcement team involvement (Question: I feel safe at my school)

Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
No law enforcement engagement indicated	No law enforcement on school teams indicated	3.27	.216	35
	Total	3.27	.216	35
Rural SRO	No law enforcement on school teams indicated	3.38	.145	3
	Law enforcement on one or more school teams	3.12	.193	37
	Total	3.14	.201	40
Non-SRO law enforcement engagement	No law enforcement on school teams indicated	3.28	.183	23
	Law enforcement on one or more school teams	3.24	.186	51

			Mean	Std. Dev	N
	Total		3.25	.185	74
Total	No law enforcement on school teams indicated		3.28	.200	61
	Law enforcement on one or more school teams		3.19	.197	88
	Total		3.23	.202	149

School characteristics by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	**Law Enforcement Team Involvement**	**Mean**	**Std. Deviation**	**N**
School - Percent of students receiving free/reduced price lunch	No law enforcement engagement indicated	No law enforcement on school teams indicated	36.4%	5.6%	3
		Total	36.4%	5.6%	3
	Rural SRO	No law enforcement on school teams indicated	28.3%	.	1
		Law enforcement on one or more school teams	49.3%	15.1%	26
		Total	48.6%	15.4%	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	41.4%	16.3%	23
		Law enforcement on one or more school teams	37.9%	11.2%	32
		Total	39.3%	13.5%	55
	Total	No law enforcement on school teams indicated	40.3%	15.3%	27
		Law enforcement on one or more school teams	43.0%	14.2%	58
		Total	42.2%	14.5%	85
Title 1 School - recode from string to numeric	No law enforcement engagement indicated	No law enforcement on school teams indicated	.33	.577	3
		Total	.33	.577	3
	Rural SRO	No law enforcement on school teams indicated	1.00	.	1
		Law enforcement on one or more school teams	.35	.485	26
		Total	.37	.492	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	.57	.507	23
		Law enforcement on one or more school teams	.47	.507	32
		Total	.51	.505	55
	Total	No law enforcement on school teams indicated	.56	.506	27
		Law enforcement on one or more school teams	.41	.497	58
		Total	.46	.501	85

School - Student Population	No law enforcement engagement indicated	No law enforcement on school teams indicated	295.00	83.162	3
		Total	295.00	83.162	3
	Rural SRO	No law enforcement on school teams indicated	251.00	.	1
		Law enforcement on one or more school teams	646.54	506.334	26
		Total	631.89	502.302	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	224.30	117.528	23
		Law enforcement on one or more school teams	251.72	142.078	32
		Total	240.25	131.917	55
	Total	No law enforcement on school teams indicated	233.15	112.883	27
		Law enforcement on one or more school teams	428.71	403.303	58
		Total	366.59	350.291	85
Student-Teacher ratio	No law enforcement engagement indicated	No law enforcement on school teams indicated	12.11	2.176	3
		Total	12.11	2.176	3
	Rural SRO	No law enforcement on school teams indicated	11.68	.	1
		Law enforcement on one or more school teams	14.24	1.828	26
		Total	14.15	1.859	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	11.09	3.274	23
		Law enforcement on one or more school teams	11.86	2.569	32
		Total	11.54	2.881	55
	Total	No law enforcement on school teams indicated	11.23	3.090	27
		Law enforcement on one or more school teams	12.93	2.545	58
		Total	12.39	2.826	85
School - Mobility Rate	No law enforcement engagement indicated	No law enforcement on school teams indicated	7.8%	5.4%	3
		Total	7.8%	5.4%	3
	Rural SRO	No law enforcement on school teams indicated	6.4%	.	1
		Law enforcement on one or more school teams	10.9%	3.7%	26
		Total	10.7%	3.7%	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	10.3%	6.2%	23
		Law enforcement on one or more school teams	12.1%	10.5%	32
		Total	11.3%	8.9%	55

	Total	No law enforcement on school teams indicated	9.9%	6.0%	27
		Law enforcement on one or more school teams	11.5%	8.1%	58
		Total	11.0%	7.5%	85
Budget per student	No law enforcement engagement indicated	No law enforcement on school teams indicated	13700.00	1918.03	3
		Total	13700.00	1918.03	3
	Rural SRO	No law enforcement on school teams indicated	17514.00	.	1
		Law enforcement on one or more school teams	12087.50	1732.23	26
		Total	12288.48	1993.95	27
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	16471.65	6505.80	23
		Law enforcement on one or more school teams	15066.41	2878.76	32
		Total	15654.05	4742.42	55
	Total	No law enforcement on school teams indicated	16202.30	6078.63	27
		Law enforcement on one or more school teams	13731.03	2838.38	58
		Total	14516.02	4271.20	85

Community characteristics by law enforcement engagement type and law enforcement team involvement

	Law Enforcement Engagement Type	Law Enforcement Team Involvement	Mean	Std. Deviation	N
Violent crime rate	No law enforcement engagement indicated	No law enforcement on school teams indicated	7.90	7.171	5
		Total	7.90	7.171	5
	Rural SRO	No law enforcement on school teams indicated	11.52	7.283	2
		Law enforcement on one or more school teams	10.37	5.318	24
		Total	10.46	5.314	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	4.59	4.502	29
		Law enforcement on one or more school teams	5.11	4.699	29
		Total	4.85	4.568	58
	Total	No law enforcement on school teams indicated	5.43	5.214	36
		Law enforcement on one or more school teams	7.49	5.602	53
		Total	6.66	5.513	89
Property crime rate	No law enforcement engagement indicated	No law enforcement on school teams indicated	13.69	12.574	5

		Total	13.69	12.574	5
	Rural SRO	No law enforcement on school teams indicated	22.94	10.516	2
		Law enforcement on one or more school teams	24.45	9.710	24
		Total	24.33	9.557	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	11.72	8.761	29
		Law enforcement on one or more school teams	12.13	8.255	29
		Total	11.92	8.439	58
	Total	No law enforcement on school teams indicated	12.62	9.463	36
		Law enforcement on one or more school teams	17.71	10.804	53
		Total	15.65	10.532	89
Number of crimes per square mile	No law enforcement engagement indicated	No law enforcement on school teams indicated	15.59	22.528	5
		Total	15.59	22.528	5
	Rural SRO	No law enforcement on school teams indicated	2.76	3.164	2
		Law enforcement on one or more school teams	63.10	30.454	24
		Total	58.46	33.505	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	9.65	21.350	29
		Law enforcement on one or more school teams	12.50	18.987	29
		Total	11.08	20.077	58
	Total	No law enforcement on school teams indicated	10.09	20.748	36
		Law enforcement on one or more school teams	35.42	35.369	53
		Total	25.17	32.659	89
Square miles per officer	No law enforcement engagement indicated	No law enforcement on school teams indicated	181.65	334.495	5
		Total	181.65	334.495	5
	Rural SRO	No law enforcement on school teams indicated	41.52	31.795	2
		Law enforcement on one or more school teams	4.95	13.357	24
		Total	7.77	17.416	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	68.50	92.069	29
		Law enforcement on one or more school teams	48.65	65.220	29
		Total	58.57	79.711	58
	Total	No law enforcement on school teams indicated	82.71	145.808	36

		Law enforcement on one or more school teams	28.86	53.400	53
		Total	50.64	104.150	89
People per officer	No law enforcement engagement indicated	No law enforcement on school teams indicated	933.08	616.366	5
		Total	933.08	616.366	5
	Rural SRO	No law enforcement on school teams indicated	1769.62	355.414	2
		Law enforcement on one or more school teams	588.95	163.265	24
		Total	679.77	364.027	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	1309.13	1517.758	29
		Law enforcement on one or more school teams	867.46	500.892	29
		Total	1088.29	1142.128	58
	Total	No law enforcement on school teams indicated	1282.48	1386.177	36
		Law enforcement on one or more school teams	741.34	408.013	53
		Total	960.23	966.405	89
Community Population	No law enforcement engagement indicated	No law enforcement on school teams indicated	14512.40	24711.571	5
		Total	14512.40	24711.571	5
	Rural SRO	No law enforcement on school teams indicated	36136.00	31778.793	2
		Law enforcement on one or more school teams	18628.33	14584.183	24
		Total	19975.08	16084.570	26
	Non-SRO law enforcement engagement	No law enforcement on school teams indicated	13340.03	12243.277	29
		Law enforcement on one or more school teams	10850.97	11916.530	29
		Total	12095.50	12040.194	58
	Total	No law enforcement on school teams indicated	14769.31	15695.605	36
		Law enforcement on one or more school teams	14372.79	13631.477	53
		Total	14533.18	14415.973	89
Percent of Community Below Poverty Level	No law enforcement engagement indicated	No law enforcement on school teams indicated	7.8%	2.5%	5
		Total	7.8%	2.5%	5
	Rural SRO	No law enforcement on school teams indicated	6.3%	1.9%	2
		Law enforcement on one or more school teams	9.7%	3.1%	24
		Total	9.4%	3.2%	26
		No law enforcement on school teams indicated	7.3%	3.9%	29

	Non-SRO law enforcement engagement	Law enforcement on one or more school teams	7.1%	3.1%	29
		Total	7.2%	3.5%	58
	Total	No law enforcement on school teams indicated	7.3%	3.6%	36
		Law enforcement on one or more school teams	8.3%	3.3%	53
		Total	7.9%	3.5%	89