Democratizing School Safety

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- # Abstract

Gun violence in America has had tragic impact on schools, school children, and students' parents. Gun control legislation, updated security systems, and the hiring of school security personnel are high on the lists of many concerned people. However, at the same time, interest in more self-help or democratizing efforts has been shown. The latter has included arming school officials and teachers as well as seeking volunteers in some jurisdictions to act as school resource officers. Specific strategies to protect schools utilizing the services of qualified citizens are considered. In particular, where sufficient paid workers are unavailable, the author proposes that school safety should be achieved using a "risk-based security" strategy in conjunction with volunteer police resources drawn from school neighborhoods and local colleges.

Introduction

At one time in America, students were taught to hide under their desks ("drop and cover") in case of an imminent threat of a nuclear blast, now they practice huddling in silent classrooms behind locked doors when warned of an active shooter threat or any similar related type of urgent situation. This article draws upon the activism which has sought to avoid complacency or detachment from the horror of school shootings. It takes note of the resolute Parkland (FL) high school student voices recently heard and seen on television and other electronic social media as well as their emergency calls "from inside a locked school office …" (Proulx & Schulten, 2018).

During the 1960s, there were momentous civil rights struggles and major riots in Watts (Los Angeles, CA), Detroit (MI), and Newark (NJ). Newspaper reports and television images gave wide coverage to these events and the public learned that most local police departments were ill-equipped to control the disorders and chaos which ensued. The police handling of the antiwar protests held outside of the 1968 Chicago Democratic Convention were especially troubling (Reppetto, 2012). In 2018, a new type of protest arose in the aftermath of the Stoneman Douglas High School tragedy in Parkland, FL. The protests have been led by the actual young survivors of the Parkland school shooting incident and the police have had no problems in coping with their peaceful demonstrations. Yet, at the same time, police officials and many crime control experts are still divided upon how best to prevent future incidents of gun violence occurring on school grounds.

"Nearly 30,000 American lives are lost to gun violence each year—a number far higher than in any other developed country. Since 1963, more Americans [have] died by gunfire than perished in combat in the whole of the 20th century" (IACP, 2007, p. 6). After mass deaths through the use of firearms began to take place at public schools such as the Sandy Hook Elementary School massacre in Newtown, CT in December 2012 and the February 2018 Marjory Stoneman Douglas High School tragedy in Parkland, many school districts and state governments have been searching for ways to protect their students and staff. Throughout the United States, school districts are proposing and implementing changes designed to strengthen safety and security. These changes include, especially, the recruitment, hiring, and training of new security personnel as well as better procedures for controlling access to school buildings. Other measures involve staff and student safety training, enhanced communication systems[1] and the purchase and installation of video cameras and television monitors. From 2001 to 2015, the percentage of students who reported the use of security cameras at their schools increased from 39% to 83% (Institute of Education Sciences, 2017).

One of the most popular decisions has been to hire more school resource officers (SROs). This article describes how qualified citizens can be trained and deployed for the protection of schools and other public facilities targeted by shooters. It also presents specific strategies to protect schools.

Democratization

Democratization in the field of public safety is the idea that citizens should be allowed and encouraged to participate in police work. According to Berkley ([1974]), the historical precedent for citizen participation in community safety initiatives dates back to at least the time of ancient Athens when 18- to 20-year-olds took the following oath: "If anyone seeks to break the law or repudiate authority, I will step in against him, either alone or with all, for the sake of the law" (p. 175).[2] In the United States, there is no longer any requirement for military service or any other type of community service, yet, the proliferation of guns and school shooting incidents have continued to generate numerous victims, fear, and controversy. The authorization by school boards to permit teachers to carry guns is becoming the most common pattern of democratizing school safety. Throughout the country, about 14 states are permitting the arming of teachers with firearms on school grounds, with another 16 states giving local school boards the authority to set a campus carry policy for school staff (Lemieux, [2018]). In 2018, for example, a number of school districts began taking this course of action. In Virginia, the Lee County School Board voted unanimously to allow teachers to carry firearms in its 11 schools to defend against potential threats, becoming the first county in Virginia to do so. The guns and training will be paid for by the district and the names of those carrying a firearm will not be disclosed to the public (Lemieux, [2018]). In Arkansas, the Batesville School District will allow staff members to carry guns during the upcoming school year. Each staff member who completes 110 hours of training, testing, physical, and psychological evaluations will become certified special deputies (Batesville School District, [2018]).

New initiatives in school safety

Throughout the United States, additional initiatives for school safety have been either proposed or introduced. In Colorado, officials in the Denver public schools are exploring a new policy of creating an in-house school district police department. Under the plan, the goal is to select and train armed police officers with power to arrest students, but in a manner consistent with district restorative justice policy, thereby, relying less on outside police and reducing "the school-to-jail pipeline"[3] (Asmar, [2018]). In Austin, Texas, the school district plans to spend almost $2 million during the 2018–2019 academic year on more officers, cameras, and updated security systems. In addition, the Austin Regional Intelligence Center (ARIC) is hosting a series of school safety events to train school administrators, counselors, and resource officers to keep their districts safe. ARIC acts as a hub that connects 21 agencies in order to better respond to terrorism and crime. At one of their recent training events, emergency management officials encouraged school staffers and first responders to be involved in drills that are simple to follow (Diamante, [2018]).

In New York State, the Warren County supervisors approved a new policy that will place a school resource officer in each school. Each school district will collaborate with the County Sheriff's Office for selection, training, and supervision of the officers. In Georgia, the Laurens County School Board approved arming teachers. Laurens is a rural county spread over 807 square miles. It shares the cost of rotating Laurens County deputies among schools, but it can take more than 30 minutes to get from one school to the other. In Wisconsin, $100 million in school safety grants were approved by legislators after the school shooting in Parkland, Florida. To be eligible for funding, schools must develop a plan with local law enforcement and earmark the funds for facility upgrades or staff training. In Florida, the Suwannee County School Board unanimously passed a resolution that allows volunteer school staff members to carry guns on

campus. The program is being implemented for the 2018–2019 academic year (Strange, 2018). In addition, officials in Polk County plan to hire 90 armed "School Safety Guardians" to work in the Polk County Schools. The safety guardian is not a law enforcement job and pays $30,000 a year plus benefits. Officials selected this option because they could not afford to hire more sworn school resource officers. The Polk County Sheriff's Office will handle the tactical training for the guardians (Pera, 2018).

In Louisiana, state legislators are considering allowing active and retired "peace officers" to serve as volunteer school guards, according to Benjamin Erwin, who works on education issues at the National Conference of State Legislatures. The use of armed volunteers in North Carolina schools is currently favored by some rural districts, but the state's urban school districts are avoiding the idea. The recruitment and deployment of armed volunteers isn't being considered by the state's four largest school districts: Wake County, Charlotte-Mecklenburg, Guilford County, and Winston-Salem/Forsyth County. They are pursuing other options such as putting up fencing, adding more surveillance cameras, and "hardening" doors (Hui, 2018).

Another measure being undertaken in North Carolina was initiated by Carteret County Sheriff, Asa Buck. His office created a new position to address school security entitled "school security intelligence liaison—or school resource detective." The person assigned to this position will serve as the point of contact for all law enforcement agencies, school systems, and residents to share information about potential threats to schools. Sheriff Buck indicated that sharing information across jurisdictions is important in preventing violence (Marchello, 2018).

Newest technology

While biometric technologies have existed for decades, it has only been in recent years applied to school safety.

Biometric systems enable unique behavioral or physiological attributes of people to be used for identification and authentication. Major biometric technologies include finger scanning, facial recognition, iris and retinal scanning, finger geometry, voice recognition and dynamic signature verification. Other biometric technologies include ear geometry, body odor measurement, keystroke dynamics and gait recognition. (Nash, 2017).

Since 2017, Customs and Border Protection (CBP) and the Transportation Security Administration (TSA) have been testing their Traveler Verification Service (TVS) at TSA security screening checkpoints at certain international terminals at select airports across the United States. The latest TVS is a cloud-based matching service which compares international travelers' photos captured by CBP against previously captured photos as part of a biometric entry–exit system. According to the Department of Homeland Security, "the collection of travelers' images at the TSA checkpoint expedites identity verification and enhances security" (Kimery, 2018). Additional information on this and other CBP biometric exit projects is available on the official CBP public website. In order to enhance security, some U.S. school boards are beginning to implement similar facial recognition systems, but the use of such biometric technology has drawn criticism from public policy experts and civil liberties advocates.

In New York State, the Lockport City School District has announced plans to install new cameras with facial recognition and object recognition software at eight schools, at a cost of nearly $4 million in state grant money. According to Rachel Levinson-Waldman, senior counsel at the Brennan Center for Justice, schools are justified in thinking about safety, both in terms of gun violence and other possible hazards, [but] we know … that facial recognition is less accurate for women and people of color, and also that school discipline is imposed more harshly on children of color. (quoted in Burt, 2018).

In Arkansas, the Magnolia School Board approved nearly $300,000 in funding to install more than 200 cameras at just two schools as part of its facial recognition system which includes infrared imaging.

The American Civil Liberties Union (ACLU) of Arkansas responded with a warning about the potential privacy risks of such a project, noting that CCTV systems in four British schools were [recently] hacked and their live feeds placed on the internet. (Burt, 2018).

Biometrics has previously been used in U.S. schools much less controversially to track subsidized lunch programs. Identification systems using fingerprint recognition technologies for school meal programs are also being used in Singapore, Chile, and the United Kingdom. The process is also being used for student attendance record keeping in Australia (Nash, 2017).

Volunteer resources

The use of both armed and unarmed volunteer police is hardly a new idea. Two of the well-known models for the use of citizen police power are the auxiliary and reserve police systems which were born of necessity during the 20th century when millions of men were conscripted for service during World Wars I and II. Earlier, in times and places of limited police services, posses were in wide use during the 19th century. For example, in the western regions of the United States, in 1886, before Theodore Roosevelt became President Roosevelt, he was a cattle rancher and served as a special deputy sheriff in the Dakota Territory. Such deputies were only reimbursed for their expenses (National Park Service, 2018). By the mid-1950s, those citizen volunteer units which had not been disbanded continued to operate due to the threats posed by the Cold War. During the 1950s and 1960s, this was especially the case in cities throughout the east and west coasts where the threat of nuclear bombing was thought to be the highest and concerns existed regarding epidemics after a nuclear war as well as mass starvation due to disruptions in food transportation (Rhodes, 1986, p. 785).

However, flu outbreaks do not require a nuclear blast. They can occur without warning and cause many fatalities. By far, the most publicized flu pandemic took place just 100 years ago from 1918 to 1919. It cost at least 50 million lives worldwide, including an estimated 675,000 people in the United States.

Accounts from the 1918–1919 pandemic flu indicate that the public looked to law enforcement officials to maintain the peace and to enforce public health orders when the social structures began to break down. For example, Chicago police officers were ordered to arrest anyone coughing or sneezing in public. However, police departments faced internal challenges; in

Philadelphia, nearly 500 officers failed to report for duty. In Arizona, a citizens' committee resorted to deputizing a special police force of volunteers to enforce public health ordinances, such as requiring all persons to wear masks in public. Those who violated this order, or who were caught coughing or spitting without covering their mouths, were arrested. (Luna, Brito, & Sanberg, 2007, p. 3).

Presently, there are well over 150,000 volunteer police officers throughout the United States whose main goal is to "assist and augment" the work of full-time law enforcement officers. They are committed to the safety and well-being of the citizens in the communities where the volunteers themselves reside. In most jurisdictions, they are uncompensated except for uniform allowances and the ability to claim benefits under state workmen's compensation plans. Many reserve or auxiliary officers after spending a few years in that role, working alongside full-time police officers, decide to become full-time officers (Greenberg, 2015).

Traditionally, volunteer officers, depending on their levels of training, have provided a wide variety of services including: patrolling municipal buildings, parks, playgrounds, and other public spaces as well as providing traffic support for road and bicycle races, parades, municipal events, and church functions. In New York State, an "auxiliary police officer" is required to complete at least 100 hours of basic training for unarmed positions and with additional coursework could be trained to undertake the duties of a part-time school resource officer which requires a 40-hours basic course.

Involvement of SROs and potential use of volunteer reserve SROs

In recent years, due to the community policing movement, there has been a growing recognition that school safety is a shared responsibility among schools, law enforcement, and the community. This understanding has led to the training and deployment of thousands of SROs and has generally ignored the potential role or the need for citizens to become volunteer police. SROs carry out some of the functions of a guidance counselor or social worker, such as mentoring or advising, but with arresting authority and license to carry weapons in schools. In a national assessment of SRO programs, SROs reported that they spend approximately 20 hours per week on law enforcement activities, 10 hours on advising and mentoring, 5 hours on teaching and another 6 or 7 hours on other activities (Finn & McDevitt, 2005). The idea of having armed volunteer school resource officers has been recognized in North Carolina, but not elsewhere. One reason may be the recent criticism voiced by Ken Trump, president of National School Safety and Security Services, who feels the program might be well intended, but it's an example of politicians trying to show that they are doing something useful after a school shooting. "The driving force here is we want to do something, but we want to do it on the cheap. … The reality is you don't get something for nothing. You get what you pay for" (Trump quoted in Hui, 2018).

The law creating the Volunteer School Safety Resource Program is entitled: "Gold Star Officer Program/School Volunteer."[4] It came into being in 2013 when the North Carolina state legislature provided a legal framework for the establishment of local volunteer school safety resource officer programs. The statute was a direct reaction to the tragedy in Newtown, CT. By

this legal initiative, only individuals with prior law enforcement or military experience would be eligible to volunteer for the program and they would be required to update or renew their law enforcement training and be certified by the state's Criminal Justice Education and Training Standards Commission as meeting their educational and firearms proficiency standards (Herron, 2013).

However, while the North Carolina law for a reserve SRO program has now existed for 5 years in North Carolina, no program has been established. The delay appears to be based on the objections voiced by Wilkes County Sheriff, Chris Shew, and Eddie Caldwell, the executive director of the North Carolina Sheriff's Association. Sheriff Shew has pointed out that the state law in its current form is not doable because of the lack of appropriate training courses as well as related policies and procedures. He also cited issues involving insurance, equipment costs, and finding enough qualified volunteers. Caldwell has indicated that the "training that would be required hasn't been designed because no one has tried this. … We feel having fully trained and certified law enforcement officers is the best option. Anything less would be substandard" (quoted in Hubbard, 2018). He also noted that volunteers could be difficult to supervise and there are questions about how volunteer SROs would handle the variety of situations that fulltime deputies working as SROs now face (Hubbard, 2018). According to Rockingham County Sheriff, Sam Page, himself a former school resource officer at the middle school level, the idea exists in name only because the statute did not spell out sufficient training standards (Sam Page, personal communication, August 3, 2018).

Yet, a few modest achievements and proposals with respect to the use of citizens in school safety have taken place. Since 2013, the city of Alexandria's Police Department in Kentucky has maintained a citizen crime prevention volunteer safety program in partnership with the Campbell County School District. The volunteers are vetted in the same manner as sworn police officers in order to insure the integrity of city standards. Its official program website declares:

Schools with comprehensive violence prevention and response plans involving school administration, law enforcement, and the wider community show improved academic performance, better staff morale, and fewer criminal and violent incidents. Community volunteers play important roles in implementing and maintaining school-based public safety programs. Their presence in and around schools enhances public safety and allows the police department to focus on policing and enforcement functions. Volunteer tasks may include monitoring the arrival and departure of students to and from school, registering and tracking visitors, patrolling school buildings and grounds during and after school hours, and assisting at special events. Parents, school neighbors, and students can volunteer to accomplish these tasks and build stronger relationships between law enforcement and the school community. (Alexandria, 2018).

According to Sergeant Natalie Selby, the program's coordinator, there are currently six volunteers performing patrol duty in five schools. Overall, there are a total of 27 volunteers, but it has been hard finding volunteers for the daytime school patrols because most of the volunteers have full-time employment. It is mainly retirees who have been available during school hours (Natalie Selby, personal communication, August 7, 2018).

The Alexandria Police Department initiative may be part of the first wave of such programs to introduce an element of democratization into the realm of school safety. Future developments may recognize that reserve police officers can also be called upon to help bolster safety and security in schools. Reserve or auxiliary police officers are highly trained community volunteers who often wear the same uniform and perform the same duties as regular police officers but are unpaid and work part-time. Reserves undergo thorough background checks and most are required to attend an accredited law enforcement academy and obtain proper state police certification. Such volunteer officers may respond to calls for service regarding accidents, emergencies, crimes, threats, altercations, and/or requests for aid within the schools. They can also assist with crime prevention and law-related educational programs.

Potential responsibilities of reserve SROs

If reserve volunteer police officers were to be elevated to the ranks of school resource officers they would be able to: present law-related curriculum to students, faculty, and parents; provide informal, law-related counseling to students, teachers, and parents; available to mediate student conflicts, guiding students and parents to appropriate community services; and work closely with full-time school resource officers, social workers, counselors, and administrators to ensure students have access to all available resources. Moreover, as uniformed officers they will be able to provide a positive security presence in the school community, thereby, deterring potential violence, gang activity, vandalism, and theft. Finally, they would also be acting as a positive role model for students. On various weekends and other times when school events are not being held, such volunteers would be available for general neighborhood and business watch patrols. In April 2013, the e-newsletter of the COPS Office, U.S. Department of Justice featured an article entitled "A Day in the Life of a School Resource Officer." The information presented is based on the experiences of eight SROs in Cayuga County—a rural area in upstate New York. It provides a brief glimpse of what SROs do in their role as counselor, educator, and law enforcement officer, and offers a first-hand account of the diverse nature of school-based law enforcement (see: https://cops.usdoj.gov/html/dispatch/04-2013/a_day_in_the_life.asp).

Training of reserve SROs

In general, such reserve SROs would receive specialized practical skills and field exercises training in suicide prevention, drug abuse identification, courtroom demeanor and testifying, report writing, identification, collection and preservation of evidence, counseling techniques, radio communications, patrol techniques, traffic direction, police vehicle operation, defensive tactics, arrest techniques, firearms training, chemical agent application, emergency tactical applications, CPR and first aid, fingerprinting, and sobriety testing.[5] While basic training for SROs is 40 hour course, advanced SRO training requires another 40 hours. A certificate program with the North Carolina Justice Academy requires 400 hr (Marchello, 2018).

Safety protocols

Assuming a police department wanted to recruit, train, and deploy volunteer reserve police officers or reserve SROs to their local school districts, how would they make the schools any

safer? Perhaps, the key is to learn from the best experts in the world. No airport in the world faces more threats than Israel's only international commercial airport—Tel Aviv's Ben Gurion Airport.

The airport, considered one of the safest in the world, has layers of security, only partially visible to the 16 million passengers who pass through every year. No flight leaving the airport has ever been hijacked, and there has not been a terrorist attack at the airport since 1972, when three members of the Japanese Red Army killed 26 people and wounded dozens more in a shooting rampage. (Liebermann, 2016).

Both Israel and the United States have been accused of using profiling methods as part of their airport security protocols, but the security experts involved refer to their methods as "risk-based security" (Liebermann, 2016).

Borrowing from the knowledge of the airport security experts, all reserve volunteers in a school setting need to emphasize eye contact and behavioral cues combined with comprehensive due diligence, common sense, and consistency. Their posts along school security perimeters should be maintained starting at the point where vehicles arrive at the school gates. If a school has no gate at its parking lot entrance, the school should establish such an entry point at its outermost fenced-in entry point. Only vehicles and passengers with appropriate identification should be permitted entry. Officers should be armed and exchange a few words with the driver and occupants to gauge their mood and intentions. Sophisticated hidden surveillance cameras should operate at all points of entry into buildings and along the school's perimeter. Monitoring should be done in real time. At the school entrances, a similar check should be conducted and all people required to pass through metal detectors. The availability of plastic weapons should not impede the discovery of metal bullets or the common sense/due diligence approach needed to identify potential threats. Reserve officers should routinely (but not on a schedule) patrol the school campus with special emphasis given to any people appearing suspicious or anxious. Such people should be approached and engaged in conversation in an effort to gauge their intentions and mood. Importantly, as at the Ben Gurion Airport, school security should be layered in a pattern of concentric circles, with increasing scrutiny as individuals come closer to the school or enter into school buildings. Reserve officers should pay close attention to the parts of the building and campus which are seldom frequented, such as fences around the perimeter in order to deter intrusions when weather prevents cameras from effectively broadcasting. Of course, there are few guarantees in life and limitations on the availability of qualifying volunteers and/or inadequate security protocols may increase risks.[6]

Minimally, the volunteer reserve officers will form three rings of school protection: (a) gate and outer perimeter, (b) building entrances, and (c) building hallways and remote areas. Nevertheless, a fourth ring of school safety is called for in today's world. At all schools, this layer of protection should be composed of carefully selected teachers, staff, and community volunteers who can serve as an auxiliary unit for identifying any potential threats that might be posed by individuals whose social media postings or other contacts appears suspicious. Specialized training should be provided for this highly sensitive purpose. Moreover, all people engaged in campus security must be able to work closely with school guidance personnel as well as off-campus intelligence officers in order to help detect threats before they occur.

Auxiliary unit involvement in social media monitoring and school communications

In July 2018, the FBI released the contents of a study in which the agency analyzed the preattack behavior of 63 active shooters who killed multiple people between 2000 and 2013.

More than half had communicated to someone—online or in person—that they intended to harm someone. The younger the perpetrator was, the more likely they were to engage in what the experts called 'leakage' (McMahon & Wallman, 2018).

The FBI's research study also found that more than 75% of the shooters studied spent a week or longer planning their attacks while some spent months. In the 2 years before the Parkland shootings occurred, the shooter warned people at least four times about what he planned to do by posting repeated threats on social media. Three of these threats were reported to authorities. At least one other Internet posting went unreported (McMahon & Wallman, 2018). At a meeting of the U.S. Senate Judiciary Committee, Senator Lindsey Graham (R-SC) said: "The man did everything but take an ad out in the paper [saying], 'I am going to kill somebody,'" (quoted in McMahon & Wallman, 2018). The fact that these warnings were ignored or otherwise unheeded has been acknowledged by senior FBI officials. They have indicated that two tips were reported to them in the 5 months before the massacre (McMahon & Wallman, 2018). It would seem highly unlikely that the same agency would repeat such mistakes. Hopefully, any tips provided through this trained and carefully vetted auxiliary social-media monitoring unit will have satisfactory follow-up.

Auxiliary SROs with journalism and/or public relations expertise could play a key role in enhancing community support for school districts by serving as school communication specialists. The new Mohansen School District (Schenectady County, NY) Superintendent, Shannon Shine, has stated that "Internally and with the community, everything is a relationship. How do you keep a relationship going well? Communication, timely communication" (quoted in Matson, 2018, p. C3). Such volunteer police specialists could be involved in such projects as communications about school safety and student mental health. They might also respond to media inquiries, maintain websites, develop messages for parents (e.g., the importance of student attendance) and write stories about students' accomplishments.

Practicalities

The use of law enforcement and/or SROs has been found to be objectionable by at least one policy institute and others have declared that the effort and time that it would take to train volunteer school resource officers could be better used to concentrate on support measures such as positive behavioral intervention (see Hill, 2013; Petteruti, 2011). Nevertheless, by themselves, unassisted teachers and staff, community members, biometric technology, and school emergency plans cannot ensure school safety. Contemporary knowledge about school safety is typically derived from: informants, statistical experts, case studies, relevant court decisions, technological developments, consultants with safety plans, school boards, district administrators, police and fire officials, and other first responders. The critical issue is what school administrators and other

policy-makers do with this information. Richard Mendelson, a former teacher who worked at the Parkland high school, has stated that the administrators failed to address any of his school safety concerns before the building opened to students and teachers in 2009 (Travis, 2018).

A key finding of the present research is that sheriffs and school districts are very anxious to implement safety protocols, but may be frustrated by the limitations of their school and agency budgets. They are interested in volunteer programs, but usually not of the law enforcement volunteer type. They may be even more leery of involving citizens in any capacity associated with intelligence gathering. The novel volunteer programs suggested here will require independent thought and courageous leadership. Moreover, such a multilevel "risk-based security" plan requires sufficient and trained personnel to be effective. It is usually advisable for municipal and county executives, police chiefs, and school administrators to demand evidence of success before initiating any new programs, but there was once a time in America when, for example, "the foundation of paper money in the nineteenth century hinged on convincing people that a piece of paper had the value of the silver or gold that backed it" (Shanken, 2017, p. 11).[7] While the introduction and acceptance of paper money was once controversial and novel, the recruitment and reliance upon dedicated volunteers in the absence of paid workers to achieve societal gains has existed for a long time, both before and after the creation of the United States. It was Benjamin Franklin who formed the first volunteer fire department in 1736 and many American militias during the Revolutionary War were comprised of volunteers. Some of the most well-known American charitable organizations, such as the YMCA and the American Red Cross, were founded in the 19th century.

Moreover, the importance of auxiliary and/or reserve SROs who can attend school board and community meetings that stretch late into the night or who can help manage a district's real-time communications to parents and guardians amid lockdowns and other moments of strain, cannot be overestimated. The protection of American school children warrants such an undertaking as the utilization of qualified volunteer police SROs.[8]

Notes

1 One of the new communication systems is known as InformaCast. This technological system facilitates in-district alerts for the activation of safety plans. An example of this is a message that comes up on staff members' phones or a flashing light at a school entrance in particular situations. In this way, emergency notifications can be effectively delivered to mobile and on-site devices with emergency alert software. According to the InformaCast website, the system can be used with the existing "technology many organizations already have in place to keep costs down and achieve maximum message reach. Cisco IP phones, desktop computers, IP speakers, digital signage, panic buttons and more, can all be used to trigger or deliver messages from this emergency notification system" (see: https://www.singlewire.com/emergency-notification-system).

2 Disclosure: Over 50 years ago, from the ages of 18 to 20, this author was employed as a school aide at Jamaica High School in New York City. My duties were to screen visitors and maintain order at a variety of fixed posts (e.g., front lobby, boy's locker room, and cafeteria) and otherwise patrol the campus throughout the day. For several years prior to this employment, he

was a volunteer member of his high school's "Marshal Squad" which was a student group responsible for checking hall passes as well as protecting all members of the school's community from unauthorized intruders. The group was supervised by the school's senior physical education teacher.

3 According to a report published by the Justice Policy Institute in November 2011, "the rapid increase in the presence of law enforcement, including SROs, [school] districts from around the country have found that youth are being referred to the justice system at increased rates and for minor offenses like disorderly conduct. This is causing lasting harm to youth, as arrests and referrals to the juvenile justice system disrupt the educational process and can lead to suspension, expulsion, or other alienation from school. … Pushing kids out of school by focusing on law enforcement responses and punitive policies toward behavior ultimately results in more incarceration and reduced community well-being."

The 39-page report, entitled "Education under Arrest: The Case against Police in Schools" was prepared by Amanda Petteruti, the Institute's associate director. Her full report is available online at:
http://www.justicepolicy.org/uploads/justicepolicy/documents/educationunderarrest_fullreport.pdf

4 The North Carolina statute defined "volunteer school safety resource officer" as a person who volunteers as a school safety resource officer in a program developed by a sheriff or chief of police. The law provides that school safety resource officers may carry a weapon on school property as long as they are engaged in official duties. The statute also provides that a local board of education may enter into an agreement with the sheriff or chief of police to provide security at schools by assigning volunteer school safety resource officers. Furthermore, the law authorizes sheriffs or chiefs of police to establish volunteer school safety resource officer programs by recruiting nonsalaried special deputies or special law enforcement officers to serve as school safety resource officers in public schools. The statute also allows volunteer participants to have the power of arrest while performing the duties of a volunteer school safety resource officer. Furthermore, the law specifies that there is no liability on the part of and no cause of action may arise against a volunteer school safety resource officer, the Sheriff or Chief of Police or employees supervising, or the public school system or its employees for any good-faith action during the performance of their duties (North Carolina Sheriffs' Association, 2013, p. 3). In addition, the North Carolina statute lists the following requirements: (a) volunteers in the program must have prior experience as a either a law enforcement officer or as a military police officer; (b) volunteers must receive training on research into the social and cognitive development of elementary, middle, and high school children; (c) volunteers must meet the selection standards and any additional criteria established by the sheriff or chief of police; (d) volunteers must report to the sheriff or chief of police and work under the direction and supervision of the sheriff or chief of police or their designee; and (e) volunteers must update or renew their law enforcement training and be certified by the North Carolina Sheriffs' Education and Training Standards Commission or the North Carolina Criminal Justice Education and Training Standards Commission as meeting the educational and firearms proficiency standards required of persons serving as a special deputy sheriff or special law enforcement officer but is not required to meet the physical standards required for certification but must have a standard

medical exam to ensure a volunteer is in good health (North Carolina Sheriffs' Association, 2013, p. 3). According to Rockingham County (NC) Sheriff Sam Page, the fact that the statute did not specifically include the educational requirements for volunteer school resource officers (minimally, a 40 hr course), no agency head has been able to initiate such a program. He is hoping that the state legislature will amend this statute in order to address this issue and he is making every effort to accomplish this (Sam Page, personal communication, August 3, 2018). According to Sheriff Page,

Training for volunteers needs to be effective and purpose specific without being so overwhelming that it dissuades potential volunteers. Ideally, funding for full-time school resource officers dedicated to each public school in North Carolina is the best option—along with more support for counselors and school psychologists. (quoted in Marchello, 2018)

5 The website of the International Association of Chiefs of Police (IACP) contains hundreds of useful guides, application forms, various checklists (e.g., interview questions), and training manuals for citizen volunteers in police work. For example, a detailed 42-page training manual for patrol work at public parks was prepared by the Boise (Idaho) Police Department and can be found at http://www.theiacp.org/pdf/_1018113402_0011.pdf. For other useful information regarding the use of citizen volunteers, see such IACP focus documents as: "Volunteers Assisting Rural Law Enforcement Agencies" at: http://www.theiacp.org/Portals/0/documents/pdfs/RuralAgencies.pdf and "Innovative Ideas: Engaging Volunteers in Unique Positions" at: http://www.theiacp.org/Portals/0/documents/pdfs/InnovativeIdeas.pdf

6 Recruiting volunteers for any public service endeavor can be problematic. Nevertheless, the prevalence of school safety incidents in America has created a significant level of public awareness and concern. Thus, the potential for recruitment is at least moderately strong. Auxiliary or reserve school resource officers will need to perform their work almost entirely during school hours unless assigned to social media monitoring, school communications, or making home visits. This automatically places a limitation regarding who might be available. Given this significant constraint, the focus of recruitment efforts will need to be carefully planned. The following three volunteer categories would seem appropriate: (a) physically fit retirees, (b) employed individuals or college students who because of work flexibility have the ability to volunteer at least one school day a week, and (c) college students interested in criminal justice careers who could receive up to 24 credit hours for volunteering as part of a year-long academic program. In the past, an AmeriCorps grant or grants might have been available to permit individuals to receive some benefits for such volunteer service to local school districts; however, these are no longer available. Accordingly, both government funded and private grant sources should be contacted for this purpose.

7 "Paper money represented the amount of gold or silver that stood behind it. …

[calling] for a suspension of disbelief. … Paper money as a form of credit required a form of faith. The etymology of credit, from the Latin *credere*, to believe or trust, brings the point home. It is now easy to forget how difficult it was to introduce this faith into society" (Shanken, 2017, p. 11).

8 In order to keep up-to-date with latest developments in school safety, the blog authored by Bernard James, Professor of Law, Pepperdine University School of Law, should be routinely consulted at: http://schoolsafetylawblog.com/

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