



Committee on Public Safety

~MINUTES~

Monday, May 13, 2019

10:01 AM

Committee Chair: Margaret A Cunzio

Committee Room, 148 Martine Avenue, 8th Floor, White Plains, NY 10601

www.westchesterlegislators.com

CALL TO ORDER

Joint meeting held with the Committee on Budget & Appropriations. With a quorum present, Chair Margaret A Cunzio called the meeting to order at 10:15 AM.

Attendee Name	Title	Status	Arrived
Margaret A Cunzio	Chair	Present	
Nancy Barr	D6 Legislator	Present	
Gordon A. Burrows	D15 Legislator (Minority Whip)	Absent	
Kitley Covill	D2 Legislator	Present	
Christopher Johnson	D16 Legislator	Absent	
Damon Maher	D10 Legislator	Present	
MaryJane Shimsky	D12 Legislator (Majority Whip)	Present	
Catherine Borgia	D9 Legislator	Present	
Catherine Parker	D7 Legislator (Majority Leader)	Present	
David J. Tubiolo	D14 Legislator	Present	
John G. Testa	D1 Legislator (Minority Leader)	Present	

MINUTES APPROVAL

- Monday, May 06, 2019 at 10:01 AM

On motion of Legislator Shimsky, seconded by Legislator Covill the minutes were approved 5 - 0.

I. ITEMS FOR DISCUSSION

- ACT-2019-92 Act – IMA-Prisoner Transportation-Mount Vernon:**

AN ACT authorizing the County to enter into an Intermunicipal Agreement with the City of Mount Vernon in order to provide reimbursement for prisoner transportation to the Westchester County Jail.

Invited Guests: DOC: Chief Birrittella & Warden Vollmer

Chief Birrittella & Assistant Warden Vollmer- Department of Corrections came before the Committee to discuss item # 11825- IMA - Prisoner Transport - Mount Vernon. This is an Act that would authorize the County to enter into an intermunicipal agreement with the City of Mount Vernon in order to reimburse the annual amount of \$278, 403 in 2019 and 202 a total aggregate amount not to exceed \$556,806 for a term commencing January 1, 2019

and terminating December 31, 2020. The IMA will allow the County to reimburse Mount Vernon for the costs it incurs in transporting prisoners between Mount Vernon court and the Westchester County Jail. The Reimbursement to Mount Vernon for a round trip transportation and will be based on the per hour labor coats pf police officers and vehicle usage. Reimbursement for personal costs shall be at the per hour labor costs of \$71.77 per hour in 2019 and in 2020 for a maximum of 3 officers and minimum is 2 officers020 is 0% due to their PBA contract. They have not received an increase in 2 years. This is a renewal of a contract and reimburse the City for meals and mileage. With a motion by Legislator Covill and seconded by Legislator Shimsky the item was approved with a vote of 5-0. Leg. Maher voted YES. (W.O.P.)

RESULT: SIGNED BY COMMITTEE

2. **ACT-2019-96 Act – IMA - City of New Rochelle National Night Out:**

AN ACT authorizing the County to enter into an intermunicipal agreement with the City of New Rochelle, acting by and through its Police Department, pursuant to which the City will provide its National Night Out program within the period from January 1, 2019 through December 31, 2019 for a total amount not to exceed TWO THOUSAND (\$2,000) DOLLARS.

This is a Act submitted by the Chairman of the Board of Legislators in cooperation with the County Executive, that would authorize the County to enter into a municipal agreement with the City of New Rochelle through its Police Department to provide the "National Night Out Program from a period of January 1, 2019 through December 31, 2019. The County will pay a not to exceed amount of \$2000.

With a motion by Legislator Barr and seconded by Legislator Shimsky the item was approved with a vote of 5-0.

RESULT: SIGNED BY COMMITTEE

II. OTHER BUSINESS

Unfinished Business and any other agenda items to come before the Committee.

III. RECEIVE & FILE

1. **(ID # 11831) Communication – HON. DAMON R. MAHER: Washington Post Article - "There's no evidence hardening schools to make kids safer works":**

Forwarding a *Washington Post* article entitled, "There's no evidence that hardening schools to make kids safer from gun violence actually works."

With a motion by Legislator Covill and seconded by Legislator Barr the item below was received & filed with a vote of 5 to 0.

RESULT: RECEIVED AND FILED

2. **(ID # 11833) Communication – HON. DAMON R. MAHER: Presentation - "What the Data Says - School Resource Officers":**

Forwarding a Power Point Presentation entitled, "What the Data Says - School Resource Officers" as presented by Dr. Alisse Waterston.

With a motion by Legislator Covill and seconded by Legislator Barr the item below was received & filed with a vote of 5 to 0.

RESULT: RECEIVED AND FILED
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ADJOURNMENT

Moved by Legislator Covill seconded by Legislator Shimsky the Committee adjourned at 10:49 AM.



Committee on Public Safety

~MINUTES~

Monday, May 6, 2019

10:01 AM

Committee Chair: Margaret A Cunzio

DRAFT

Committee Room, 148 Martine Avenue, 8th Floor, White Plains, NY 10601

www.westchesterlegislators.com

CALL TO ORDER

Meeting is held jointly with the Committees on Budget & Appropriations and Public Works. With a quorum present, Chair Margaret A Cunzio called the meeting to order at 10:13 AM.

Attendee Name	Title	Status	Arrived
Margaret A Cunzio	Chair	Present	
Nancy Barr	D6 Legislator	Present	
Gordon A. Burrows	D15 Legislator (Minority Whip)	Present	
Kitley Covill	D2 Legislator	Present	
Christopher Johnson	D16 Legislator	Present	
Damon Maher	D10 Legislator	Present	
MaryJane Shimsky	D12 Legislator (Majority Whip)	Present	
Benjamin Boykin	D5 Legislator (Chairman)	Present	
Catherine Borgia	D9 Legislator	Present	
Catherine Parker	D7 Legislator (Majority Leader)	Present	
David J. Tubiolo	D14 Legislator	Present	

Others In Attendance: BOL: Greg Casciato, Ellen Hendrickx, Alessandra Restiano BUDGET: Gideon Grande DPW: Bud Nicoletti PARKS: David DeLucia & Ken Uhle DOIT: Lennox Harris & Marguerite Beirne

MINUTES APPROVAL

- Monday, April 29, 2019 at 10:01 AM

On motion of Legislator Covill seconded by Legislator Barr the minutes were approved 8 - 0.

I. ITEMS FOR DISCUSSION

- ACT-2019-87 Act – BOND ACT-BIT43-RICI & CAPS Systems Upgrade:**

A BOND ACT authorizing the issuance of FIVE HUNDRED SIXTY THOUSAND (\$560,000) DOLLARS in bonds of Westchester County to finance Capital Project BIT43 - RICI and CAPS Systems Upgrade.

Marguerite Beirne, CIO and Lennox Harris, Acting Deputy CIO- Department of Information Technology came before the Committee to discuss item # 11819- Bond Act- BIT43- RICI & CAPS Systems. This is a Bond Act in the amount of \$560,000 to finance the purchase of

Minutes Acceptance: Minutes of May 6, 2019 10:01 AM (MINUTES APPROVAL)

equipment and related services for the upgrade to the Repository for Integrated Criminal Information (RICI) and the Civil Applicant Processing (CAP) systems, including replacement hardware, software and services. This system will allow the county agencies to submit fingerprints to the state and federal government and obtain identification verification and criminal history details for an individual. The request is being made because the vendor has decided to replace new hardware, software and are beginning to use the cloud storage system. The bonding for the County portion will include the Departments of Public Safety, Probation, Corrections, Human Resources and the District Attorney. The County asked to be exempt from this decision, due to the use of the cloud storage and the security. Ms. Beirne stated that this is the vendor that is approved by New York State. She did say the County did ask for an exemption so we could maintain our own files, but the request was denied. She mentioned that there are other vendors approved by the State but the major Counties are using this vendor.

With a motion by Legislator Covill and seconded by Legislator Shimsky the item was approved with a vote of 8-0.

RESULT: SIGNED BY COMMITTEE

II. OTHER BUSINESS

Unfinished Business and any other agenda items to come before the Committee.

III. RECEIVE & FILE

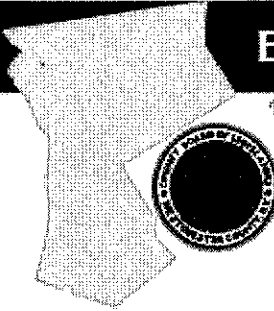
ADJOURNMENT

Moved by Legislator Burrows seconded by Legislator Shimsky the Committee adjourned at 11:29 AM.

Minutes Acceptance: Minutes of May 6, 2019 10:01 AM (MINUTES APPROVAL)

Damon R. Maher

Legislator, 10th District
Chair, Labor & Housing



Voices of the People of Westchester County for over 300 years

Committee Assignments
Budget & Appropriations
Intergovernmental Services
Parks, Planning & Economic Development
Public Safety
Seniors & Constituencies

MEMORANDUM

TO: Benjamin Boykin, Chair, Board of Legislators

FROM: Damon R. Maher, Legislator – 10th District

DATE: April 18, 2019

RE: **Article from The Washington Post regarding school safety**

Please add the attached article from The Washington Post dated April 16, 2019, entitled "There's no evidence hardening schools to make kids safer works, study says" to the Budget & Appropriations, Social Services and Public Safety committees on behalf of Legislator Maher.

Here is a link to the article: https://www.washingtonpost.com/education/2019/04/16/study-theres-no-evidence-that-hardening-schools-make-kids-safer-gun-violence-actually-works/?utm_term=.d8191dbfa245

The Washington Post

Answer Sheet

Study: There's no evidence that hardening schools to make kids safer from gun violence actually works

By Valerie Strauss
April 16

Hundreds of millions of dollars have been spent on measures to harden public schools in an attempt to make students safer from gun violence, but a new report says there is no evidence those measures have worked. Instead, it says, they have created "a false sense of security."

Researchers at the University of Toledo and Ball State University conducted a comprehensive review of 18 years of reports on school security measures and their effectiveness and wrote in their paper, which was recently published in the journal *Violence and Gender*:

This comprehensive review of the literature from 2000 to 2018 regarding school firearm violence prevention failed to find any programs or practices with evidence indicating that they reduced such firearm violence. Hardening of schools with visible security measures is an attempt to alleviate parental and student fears regarding school safety and to make the community aware that schools are doing something.

Federal data show that 2018 was the worst on record for school shootings and gun-related incidents. The Naval Postgraduate School's K-12 School Shooting Database says there were 94 school gun-violence incidents, a record since the data started being collected in 1970. The database includes every instance a gun is displayed or fired on campus or if a bullet hits school property for any reason.

The Washington Post has maintained its own school shootings database for several years, and it found that since the 1999 massacre at Columbine High School in Colorado — in which 12 students and one teacher were killed by two teenagers who then killed themselves — more than 226,000 children at 233 schools have been exposed to gun violence. At least 143 children, educators and other people have been killed in assaults, and 294 have been injured.

The review published in *Violence and Gender* of 89 journal publications and some media reports was undertaken by James H. Price, professor emeritus in the Department of Public Health at the University of Toledo, and Jagdish Khubchandani, an associate professor of health science at Ball State University.

According to the Centers for Disease Control and Prevention, gun violence is among the leading causes of death for young people. But Price and Khubchandani wrote that little is actually known about how to prevent and reduce school firearm violence.

Schools use a variety of practices to make campuses more resistant to attacks, including employing armed school resource officers; installing video cameras, bulletproof glass and metal detectors; requiring teachers and staff to wear identification tags; establishing schoolwide electronic notification systems; limiting open access to a school; developing active shooter plans; and conducting neighborhood police patrols.

The researchers concluded that the "ideal method for eliminating school firearm violence by youths is to prevent them from ever gaining access to firearms," but, "unfortunately, studies have found an alarming rate of firearms accessible to youths."

A second approach is assuming young people can obtain weapons but installing measures that will prevent guns from entering schools, the report says.

According to the most recent data available, from 2015-2016, these are the most commonly implemented security measures:

- Monitored doors: 94 percent of public schools.
- Written plan for procedures to be performed in the event of an "active shooter": 92 percent.

- Security cameras: 81 percent.
- Locked doors: 78 percent.
- Electronic notification system in school: 73 percent.
- Classrooms locked from inside: 67 percent.
- Lockers randomly searched: 53 percent.
- Metal detectors: 11 percent.

Such measures have not stopped shooters or weapons from being brought into school, the study authors wrote. And while 57 percent of schools indicated they have security staff on their campuses, only 13 percent of elementary schools and 46 percent of secondary schools had such coverage for the entire instructional day.

A third prevention technique, they said, is arming teachers, resource officers and other adults in a school "to shoot and kill youth who are shooters." That won't really work either, the study authors said.


The problem with this concept of a shootout in the public schools can best be seen with the following example. In the morning of January 3, 2018, a 15-year-old white male walked into Marshall County High School in Benton, Kentucky with a Ruger 9mm semiautomatic pistol and within 10 sec of shooting, he killed 2 and wounded 14 schoolmates. Armed school personnel would have needed to be in the exact same spot in the school as the shooter to significantly reduce this level of trauma. Ten seconds is too fast to stop a school shooter with a semiautomatic firearm when the armed school guard is in another place in the school.

What will work? They said more research is necessary to find out.

The adoption of ineffective measures to reduce school firearm violence may lull parents, school personnel, and students into thinking they no longer have to be concerned about their safety at school. A false sense of security is a dangerous environment that is currently being propelled by mass media, interest groups, and policymakers. More research funding is needed to pursue definitive answers regarding what is effective in substantially reducing school firearm violence and youth firearm carrying or use behaviors.

Valerie Strauss

Valerie Strauss is an education writer who authors The Answer Sheet blog. She came to The Washington Post as an assistant foreign editor for Asia in 1987 and weekend foreign de



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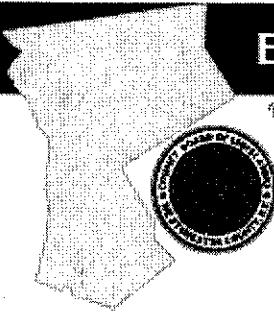
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Damon R. Maher

Legislator, 10th District
Chair, Labor & Housing



Committee Assignments
Budget & Appropriations
Intergovernmental Services
Parks, Planning & Economic Development
Public Safety
Seniors & Constituencies

MEMORANDUM

TO: Benjamin Boykin, Chair, Board of Legislators

FROM: Damon R. Maher, Legislator – 10th District

DATE: April 29, 2019

RE: **Power Point Presentation and Bibliography of Dr. Waterston**

Please add the attached power point presentation and bibliography of the presentation given to the New Rochelle Board of Education on April 24, 2019 by Dr. Alisse Waterston entitled "What the Data Says- School Resource Officers" to the Budget & Appropriations, Social Services and Public Safety committees on behalf of Legislator Maher.

WHAT THE DATA SAY

School Resource Officers

WHAT THE DATA SAY

School Resource Officers

Alisse Waterston, Ph.D.
Presidential Scholar, Professor and Department Chair
John Jay College of Criminal Justice
City University of New York
Presentation to:
New Rochelle BoE Climate & Culture Committee
April 24, 2019

Task Force on the Reduction of Violence
in the Lives of Children & Youth

Based on what evidence?

My Request to this Audience

WHAT THE DATA SAY

Understanding Violence: Frameworks

Interpersonal violence: direct action;
person to person. Visible

Structural violence: Systemic = Barriers
limiting individuals' ability to fulfill
their potential. Resource and social
inequities. Invisible

WHAT THE DATA SAY

References: On Violence

Galtung, Johan. "Violence, peace, and peace research." *Journal of peace research* 6.3 (1969): 167-191.

Rylko-Bauer, Barbara, and Paul Farmer. "Structural violence, poverty, and social suffering." *The Oxford handbook of the social science of poverty* (2016): 47-75.

WHAT THE DATA SAY

On School Violence Mass School Shootings

In the 20th century, 22 mass school shootings in the United States.

In the 21st century (to 2018), 13 mass school shootings in the United States.

The 21st century shootings to date have resulted in 67 deaths *of* 55 for all of the 20th century.

Perpetrators: majority white males (88% in 20th century; 85% in 21st century)

source on next slide

WHAT THE DATA SAY

On Mass School Shootings, source

Katsiyannis, Antonis, Denise K. Whitford, and Robin Parks Ennis. "Historical examination of United States intentional mass school shootings in the 20th and 21st centuries: Implications for students, schools, and society." *Journal of Child and Family Studies* 27.8 (2018): 2562-2573.

WHAT THE DATA SAY

On Gun Violence [Visible Violence]

Access to guns is best predictor of gun deaths.

Armed guards or citizens do not reduce death or injury in mass shoots.

Cases of mass shootings at schools with armed police officers show they have not and are unlikely to prevent a mass shooting or decrease the fatalities associated with such an event.

sources on Slide 11

WHAT THE DATA SAY On Gun Violence

A 2019 article "School Firearm Violence Prevention Practices & Policies" offers a comprehensive review of school-based practices.

Conclusions:

Hundreds of millions of dollars spent on security measures.

No evidence these measures diminish firearm violence in schools.

The measures do create a false sense of security.

sources on Slide 11

WHAT THE DATA SAY On Gun Violence

2019 article "School Firearm Violence Prevention Practices & Policies" offers a comprehensive review of school-based practices

Recommendations: School systems need to engage in:

Research for evidence-based practices.

Policy advocacy to address state firearm laws.

Expanding mental health services and cost-effective interventions for reducing violence (e.g., bullying, peer mediation, conflict resolution, etc.).

sources on next slide

WHAT THE DATA SAY

On Gun Violence, sources

Jonson, Cheryl Lero. "Preventing school shootings: The effectiveness of safety measures." *Victims & Offenders* 12.6 (2017): 956-973.

Lemieux, Frederic. "Effect of gun culture and firearm laws on gun violence and mass shootings in the United States: A multi-level quantitative analysis." *International Journal of Criminal Justice Sciences* 9.1 (2014)

Madfis, Eric. *The risk of school rampage: Assessing and preventing threats of school violence*. Springer (2014).

Price, James H., and Jagdish Khubchandani. "School firearm violence prevention practices and policies: Functional or folly?" *Violence and Gender* (2019):1-14.

WHAT THE DATA SAY

On School Violence

School interpersonal violence presents in many forms, from verbal or emotional harm to targeted or random physical attacks or assaults with or without a weapon, and more.

Since the late 1990s, school violence in general has declined.

These data parallel the overall trend: violent crime in the US has declined in the same period.

sources on Slide 14

WHAT THE DATA SAY

On School Violence

Media portrayal of violence in schools depicts school-based violence as epidemic, portraying schools as unsafe and dangerous places

Political rhetoric invokes fear and danger

sources on next slide

WHAT THE DATA SAY

On School Violence, sources

Barnett-Ryan, Cindy, Lynn Langton, and Michael Planty. "The nation's two crime measures." *US Department of Justice, Washington, DC* (2014).

Cuellar, Matthew J. "School safety strategies and their effects on the occurrence of school-based violence in US high schools." *Journal of School Violence* 17.1 (2018): 28-45.

Musu, Lauren, et al. "Indicators of school crime and safety: 2018." (2019). *US Department of Education*.

Musu-Gillette, Lauren, et al. "Indicators of school crime and safety: 2017." (2018). *US Department of Education*.

Shapiro, Harvey, ed. *The Wiley handbook on violence in education: Forms, factors, and preventions*. John Wiley & Sons (2018).

WHAT THE DATA SAY

Responses to Actual and Perceived School Violence

Parents and School Personnel:

Fear & Panic

Policy Makers:

Heightened Surveillance & Security (including SROs)

Positive Behavior Interventions and Supports (PBIS)

WHAT THE DATA SAY

SROs: School Resource Officers

What is an SRO?

A law enforcement officer with sworn authority who is employed by a local police department or sheriff's agency in a policing assignment in a school.

SRO responsibilities, like those of regular police officers, is to make arrests, respond to calls for service, and document incidents that occur within their jurisdiction.

Beyond law enforcement, SROs may serve as educators, emergency managers, and informal counselors: the law enforcer (50%), the "counselor" (25%), the "law-related educator" (13%); 12% "other."

Sources on Slide 18

WHAT THE DATA SAY

SROs: School Resource Officers

Question: Are SROs usually armed?

Answer: Yes.

A school resource officer is a commissioned, sworn law enforcement officer, not a “security guard.” Except in local jurisdictions that prohibit SROs to carry firearms in schools, SROs are armed. They are issued and carry all the same equipment police officers have on any other law enforcement assignment.

sources on next slide

WHAT THE DATA SAY

On School Resource Officers, sources

Community Oriented Policing Services COPS. US Department of Justice.

James, Nathan, and Gail McCallion. "School resource officers: Law enforcement officers in schools." *Congressional Research Service*, June 26 (2013).

Merkwae, Amanda. "Schooling the police: Race, disability, and the conduct of school resource officers." *Michigan Journal of Race & Law* 21 (2015): 147-181.

National Association of School Resource Officers. Frequently Asked Questions.

WHAT THE DATA SAY

SROs: School Resource Officers

Question: Do people know that SROs are armed police officers?

My speculation: Some do know; many people do not know.

My view: Need to use language that does not obscure information—that is transparent. This will help stakeholders have the information they need, and will protect police officers on whom are placed unfair burden of misrepresentation.

WHAT THE DATA SAY

SROs and Efficacy

Do SROs increase student safety?
In other words, are they effective?

WHAT THE DATA SAY SROs and Efficacy

No evidence that presence of SROs
effects a decrease in crime.

No objective crime reduction outcome

sources on Slides 27-28

WHAT THE DATA SAY SROs and Perception of Efficacy

Presence of SROs=Adults (administrators
and parents) perceive improved safety

Presence of SROs=Students do not
perceive improved safety; they do perceive
lack of due process in punishment

sources on Slides 27-28

WHAT THE DATA SAY

Documented Consequences of SROs in Schools:

[1]

The doubling of the rate of referrals to law enforcement for the most common misbehavior by students in schools—fighting (in legal terms, “simple assault without a weapon”) and disorderly conduct.

Students at schools with a SRO presence are five times more likely to be arrested for disorderly conduct, with over 10,000 prosecutions of young people under the so-called ‘disturbing schools’ laws every academic year.

Sources on Slides 27-28

WHAT THE DATA SAY

Documented Consequences of SROs in Schools:

[2]

Disciplinary situations redefined as criminal justice problems rather than social, psychological, or academic problems.

Accordingly, increases the likelihood that students are arrested at school.

sources on Slides 27-28

WHAT THE DATA SAY

Documented Consequences of SROs in Schools:

[3]

Criminalizing traditional school disciplinary issues exacerbates the school-to-prison pipeline, a form of structural violence.

sources on Slides 27-28

WHAT THE DATA SAY

Documented Consequences of SROs in Schools:

[4]

Students of color and students with disabilities are disproportionately funneled into the criminal justice system (the school to prison pipeline), a form of structural violence.

sources on next slides

WHAT THE DATA SAY

Consequences of SROs in schools, sources

Bleakley, Paul, and Cindy Bleakley. "School resource officers, 'Zero Tolerance' and the enforcement of compliance in the American education system." *Interchange* 49, no. 2 (2018): 247-261.

Bracy, Nicole L. "Student perceptions of high-security school environments." *Youth and Society* Vol 43, no. 1 (2011): 365-395.

George, Janel. "Populating the pipeline: School policing and the persistence of the school-to-prison pipeline." *Nova Law Review* 40 (2015): 493-536.

Henning, Kristin. "The challenge of race and crime in a free society: The racial divide in fifty years of juvenile justice reform." *George Washington Law Review* 86 (2018): 1604-1666.

Hirschfield, P. J. (2008). Preparing for prison? The criminalization of school discipline in the USA. *Theoretical Criminology*, 12(1): 79-101.

Jackson, Arrick. "Police school resource officers' and students' perception of the police and offending." *Policing: An International Journal of Police Strategies & Management*, Vol. 25 Issue: 3 (2002): 631-650.

James, Nathan, and Gail McCallion. "School resource officers: Law enforcement officers in schools." *Congressional Research Service*, June 26 (2013).

WHAT THE DATA SAY

Consequences of SROs in schools, sources

Jonson, Cheryl Lero. "Preventing school shootings: The effectiveness of safety measures." *Victims & Offenders* 12.6 (2017): 956-973.

Merkwae, Amanda. "Schooling the police: Race, disability, and the conduct of school resource officers." *Michigan Journal of Race & Law* 21 (2015): 147-181.

McNeal, Laura R. "Managing our blind spot: The role of bias in the school-to-prison pipeline." *Arizona State Law Journal* 48 (2016): 285-311

Na, Chongmin, and Denise C. Gottfredson. "Police officers in schools: Effects on school crime and the processing of offending behaviors." *Justice Quarterly* 30.4, (2013): 619-650.

Nowicki, Jacqueline M. "K-12 Education: Discipline disparities for black students, boys, and students with disabilities. Report to Congressional Requesters. GAO-18-258." *US Government Accountability Office* (2018).

Ryan, Joseph B., et al. "The growing concerns regarding school resource officers." *Intervention in School and Clinic* 53.3 (2018): 188-192.

Theriot, Matthew T. "School resource officers and the criminalization of student behavior." *Journal of Criminal Justice* 37, no. 3 (2009): 280-287.

WHAT THE DATA SAY

Other Issues and Concerns:

Training of SROs:

Length? Depth? Type? No national standards;
short term (e.g., 40 hours; equivalent to 5 days)

Costly Practice / Financial Incentive:

Federal government COPS program awarded
more than \$750 million to local police
departments for SROs (1999-2008).

Note: There are an estimated 14,000-20,000 SROs, which has grown
exponentially since the 1990s

WHAT THE DATA SAY

Conclusions

To reduce violence in the lives of children & youth:

School officials should not give in to
political pressures to “do something” when
that “something” is likely to be ineffective
and wasteful of limited school resources.

Sources on Slide 35

WHAT THE DATA SAY

Conclusions

Intuitive appeal of SROs is not justification for implementing them in the schools.

Sources on Slide 35

WHAT THE DATA SAY

Conclusions

To reduce violence in the lives of children & youth:

Administrators need to avoid rash decisions that result in the implementation of ineffective and potentially counterproductive measures just to do something. Difficult to impossible to turn back from such a policy action.

sources on Slide 35

WHAT THE DATA SAY

Conclusions

To reduce violence in the lives of children & youth:

There are many school-based programs and practices that have been demonstrated in high-quality research to enhance school safety. Many of these effective practices (including identifying and addressing needs of the most vulnerable or "at risk" students) are also known to be cost-effective. Schools can make more extensive use of these non-SRO programs. Resources need to be directed at these programs.

sources on Slide 35

WHAT THE DATA SAY

Conclusions

To reduce violence in the lives of children & youth:

Taking school safety seriously requires school officials rely on an evidence-based approach to develop policies and procedures that will not only keep our schools safe but also maintain an environment conducive to learning.

Our students, staff, and faculty merit this investment.

sources on Slide 35

WHAT THE DATA SAY

Conclusions, sources

Jafarian, Mahsa and Vidhya Ananthakrishan. Just kids: When misbehaving is a crime. Vera Institute of Justice. August (2017).

Jonson, Cheryl Lero. "Preventing school shootings: The effectiveness of safety measures." *Victims & Offenders* 12.6 (2017): 956-973.

Katsiyannis, Antonis, Denise K. Whitford, and Robin Parks Ennis. "Historical examination of United States intentional mass school shootings in the 20th and 21st centuries: Implications for students, schools, and society." *Journal of Child and Family Studies* 27.8 (2018): 2562-2573.

Na, Chongmin, and Denise C. Gottfredson. "Police officers in schools: Effects on school crime and the processing of offending behaviors." *Justice Quarterly* 30.4, (2013): 619-650.

Price, James H., and Jagdish Khubchandani. "School firearm violence prevention practices and policies: Functional or folly?." *Violence and Gender* (2019):1-14.

WHAT THE DATA SAY

Final Recommendation: Study Holistic Approaches Examine

What the Data Say

You might start with this April 2019 source:

King, Sanna, and Nicole L. Bracy. "School security in the post-Columbine era: Trends, consequences, and future directions." *Journal of Contemporary Criminal Justice* (2019):1-22.

What the Data Say: Bibliography

Prepared by Alisse Waterston, Ph.D., Presidential Scholar, Professor and Chair

John Jay College of Criminal Justice, City University of New York

Prepared for: Culture and Climate Committee, New Rochelle Board of Education

April 24, 2019 presentation: What the Data Say: School Resource Officers (SROs)

Barnett-Ryan, Cindy, Lynn Langton, and Michael Planty. "The nation's two crime measures." *US Department of Justice, Washington, DC* (2014).

Bleakley, Paul, and Cindy Bleakley. "School Resource Officers, 'Zero Tolerance' and the Enforcement of Compliance in the American Education System." *Interchange* 49, no. 2 (2018): 247-261.

Bracy, Nicole L. "Student Perceptions of High-Security School Environments." *Youth and Society* Vol 43, no. 1 (2011): 365-395.

Colombi, Greta, and David Osher. "Advancing school discipline reform." *Education Leaders Report* 1, no. 2 (2015): 1-24. <http://www.air.org/sites/default/files/downloads/report/Advancing-School-Discipline-Reform-Sept-2015.pdf>

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