

PUBLIC EDUCATION ARMED EMPLOYEE POLICY,
A STATE BY STATE CONTENT ANALYSIS

A Record of Study

by

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ABSTRACT

Nearly every school year there is another mass shooting or tragic violent act that is being reported by news stations throughout the United States. Every time this occurs our community members, educational leaders, teachers and politicians vow to stop these heinous acts of violence. Recently, there have been programs developed at the state level to offer a resource for public school systems to combat these acts of violence, specifically armed employee policies. This study aims to peel back the layers of armed employee policies throughout public education and across the United States. Aiming to uncover similarities, contrasting ideologies, and understanding how and why armed employee policies are or are not implemented in school districts will be addressed. Utilizing a content analysis methodology, the following questions will be addressed in regards to state level armed employee policy; a) what is the status of armed employee policy in the United States? b) How do states compare in their policy support for armed employee policy? Given the collection of information within each state level policy, distinct similarities and differences will be presented within the data.

DEDICATION

I would like to dedicate this study and the work that has tirelessly gone into it, to my wife Stephanie, along with my two children Avery and Ty. They have been my biggest supports and cheerleaders throughout this process. Giving freely away their time on weekdays and weekends with their husband and father is what allowed me to accomplish this goal. My ambition to grow professionally stems directly from them, providing to the best of my abilities the highest quality of life along with showing them anything is possible utilizing a hard work ethic, support given and dedication to your goal. I would also like to thank and recognize my mother Jan, who has been a lifelong cheerleader of mine. Your support and assistance throughout this journey is greatly appreciated and valued. Lastly, thank you to my Mawmaw. You are always the voice of encouragement and optimism, your spirit is contagious and vibrant. Thank you all for your love and unwavering support as I become Fightin' Texas Aggie, Dr. Matthew M. Bess, CO'21!

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NOMENCLATURE

GFSZA	Gun-Free School Zones Act
US	United States
SWAT	Special Weapons and Tactics
SEA	State Education Agency
RQ	Research Question
SRO	School Resource Officer
LEO	Law Enforcement Officer
AEP	Armed Employee Policy

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CHAPTER I

INTRODUCTION TO THE STUDY

Concerns regarding school safety as it relates to active shooter scenarios in public schools has increased dramatically since the 1998 shooting in Columbine Colorado, considered by most as the worst of its kind at the time. Perhaps no public school massacre was worse than one of the oldest on record in Bath, Michigan where in the end 44 people died, 38 of them students (Dotinga 2012). Since Columbine, there had not been a worse mass shooting until the recent tragic 2012 shooting at Sandy Hook Elementary School in Newtown, Connecticut, taking the lives of over 20 young students and educators. Following the Sandy Hook massacre, there have been over 30 confirmed school shootings, most of which resulted in the death of students and or teachers and staff members. In fact, between 2000 and 2010, there have been over 445 school shootings that did not result in death but left many with life-threatening injuries (De Venanzi, 2010).

Prior to the Sandy Hook massacre was the Aurora, Colorado movie theater shooting which left 12 people dead and injured 58. These two acts of violence prompted lawmakers in Connecticut and Colorado to address gun laws and policies. Connecticut legislators made sweeping changes in the single bill that many consider one of the strictest in the nation (Bartels 2013). In the wake of these awful school shooting scenarios, many in the country believed that arming more people would be a healthy

combatant to school shooters. Had more people been armed in Sandy Hook Elementary School or the Aurora theater, they argued, the killers likely would have been gunned down, either preventing the massacres or at least limiting the carnage (Bartels 2013). Motions such as this have subsequently led to the consideration of armed employee policies at the state level across the nation, proposing that educators be armed in case such an occurrence should happen again.

This has led to the transitioning of states and public schools becoming less reactive to more proactive and preventative. Ensuring safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators (Dinkes, Kemp & Baum 2009). As these unthinkable acts continue to surface throughout the nation, more and more states, lawmakers and community leaders are stepping out looking for remedies to provide a safer learning and working environment for students and educators.

The importance of addressing active shooter scenarios reaches all boundaries of the United States. Just recently in North Carolina a gunman entered a classroom and opened fire with a pistol. As the gunman continued firing, student Riley Howell tackled him and knocked him to the floor while yelling "go, go, go!" to his classmates, according to Al-Ramadhan. Howell, whose actions gave other students time to escape the room without injury, was shot at least three times, with the final bullet, which killed him, entering his jawbone by his right ear and traveling into his brain ("Student shot at N.C. high school," 2019, September 30). Riley's life was taken that day in an unthinkable

fashion, but he wasn't the only one, as the gunman took the life of another student and wounded 6 more.

Statement of the Problem

As the stakes have appreciated and grown to incredible levels, many education leaders and lawmakers have sought out to create scenarios to prevent such evil acts. The most popular and leading initiative in combating active shooter scenarios is arming educators. Opening up law enforcement firearms training to properly vetted teachers and administrators who volunteer to carry concealed on campus would cost very little and have enormous potential benefit (Wyllie 2013). Wyllie argues further that “When a student unleashed his attack on the school in Sparks (Nev.) a couple months ago, Michael Landsberry — a Marine who would obviously be proficient with a firearm — performed his heroics without adequate tools needed to defend those young people in his care. Teacher Landsberry died — unarmed — that day. He didn't have to” (Wyllie 2013). Supporting the case of arming educators is difficult to ignore in Wyllie's article, yet there are still so many questions and opposition to installing such a program in public schools.

Exhaustive measures have been explored, adopted and implemented throughout the years in public school in an effort to increase campus safety. These measures include items such as magnetic ID badges, secure vestibule entry for guests, metal detectors, minimizing doors programmed to be unlocked throughout the day and the amount of time unlocked, increase in police staff and consistent preventative training for district

staff. Through all of these measures put into place, districts and schools still stand vulnerable to the unthinkable, as proven in many more school shootings taking place recently throughout the nation. By the time the police arrived at the locked closet an hour and 15 minutes later, 17 innocent victims had lost their lives (People 2018). Recent shootings like this one in Parkland, Florida left 17 people dead and during the rampage the gunman was not met once with equal force by way of a teacher or resource officer yielding a weapon of use. This type of vulnerability and mass murdering of young students is the key motivator to establishing a safer learning environment for public school students.

Many school districts have already begun arming their teachers and staff in an effort to elevate campus safety. Here, in this district just a few dozen miles north of Dayton, loaded Glock 19s are strategically hidden in school buildings, tucked inside biometric safes that can only be opened with a thumbprint — ready for trained staff to use if the unthinkable happens (Higgins 2018). Districts like this one near Dayton, Ohio decided to take matters into their own hands and provide access to weapons via fingerprint at designated locations within the building to access a weapon. Only specifically identified, vetted and trained personnel have access to these weapons. As states like Ohio and numerous others have adopted state policy to allow for this type of defense, not every lawmaker, principal and teacher is on board with the idea. “More guns in schools is not a solution for keeping students and staff safe,” said Doug Pratt, spokesman for the Michigan Education Association. “There's too many different scenarios where this can go horribly wrong” (Higgins 2018). Many like Mr. Pratt argue

that bringing more guns into the picture and present on public education campuses will only amplify the issue and increase the probability of more school shootings.

Purpose of the Study

The purpose of the study is to analyze how the nation is addressing armed employees on public school campuses and facilities, what the differences might be from one state to another and which regions are higher or lower leveraging as it relates to armed employee policy. As more and more states begin to formally address and adopt policy for school districts to design and implement armed programs locally, a content analysis to discern differences and unique components is necessary to show where, what type of policy or program is being utilized and where. As states navigate the idea of arming public employees on public education campuses and facilities, tracking this information is essential. In addition to the research questions shown below, identifying restrictions, different types of armed employee policy and programs, who is allowed to participate and how armed employee policy is defined by each state will be investigated. The following research questions will be addressed in gathering data and analyzing state adopted armed employee policy.

Research Questions

This study was designed and guided following these research questions:

- RQ1 What is the status of armed employee policies at the state level in the United States?
- RQ2 How do states compare in policy support as it relates to arming public education employees?

Methodology

The researcher conducted a comprehensive examination of armed employee policy in states across the U.S. In this examination only state documents and adequate state released information were used to collect data. If appropriate state documents could not be procured and examined, other state documents relating specifically to armed employee policy or similar were used. Any information published by non-state affiliated organizations or non-profits were screened accordingly and excluded from use unless they were formally associated with the state regarding the information released.

The researcher conducted online searches on state web pages using terms such as “<state> armed employee policy.” Searches were conducted on internet search engines first then transitioned to government web pages. These pages brought up government, state codes and bills related to arming public education employees.

Using a summative content analysis, the researcher then could further understand the context of arming employees in public education. Analyzing data and searches resulted in quantitative data the researcher was able to use to distinguish intricacies

within policy from one state to the next. Such intricacies showed commonalities and subtle differences in verbiage used within policy along with other textual evidence that make each state unique in how they define their policy.

Significance of the Study

Students, staff and parents deserve to feel safe when on a public education campus or facility. The fact that this has been compromised on a grand scale over the past 25 years and longer is certainly representative of concern to most. Although there are numerous studies out there that research school shootings, personnel knowledge or safety and more, very few, if any seek out policy on a national scale as it relates specifically to armed employee policy.

The data represented within this research is imperative in showing similarities and differences of armed employee policy from state to state. Understanding how terms are interpreted and policy then implemented is paramount in examining the quality and efficacy of the policy in each state. Then, categorizing this information and grouping states together via similarity or difference or both, provides an informative overview of certain regions, then paving the way for research to further determine what the cause of that might be.

Limitations

School shootings stretch beyond only the United States, however this study is specific to the states represented within the U.S. While advocacy organizations

encourage the implementation of arming employees in public schools, this study does not show whether or not armed employee policy is necessary or imminently needed. This study does however show the utilization of state adopted armed employee policies and programs.

The collection of data and states observed within the study provide a comprehensive understanding of armed employee policy across the United States. Although all states will be represented within the study, some states do not have formalized policies, therefor reducing the amount of participating states within the study. Additionally, because state policy is the main data collection source, local authority decisions and implementation as it relates to armed employee policy will not be considered in the results of this study.

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CHAPTER II

REVIEW OF LITERATURE

The review of literature section of this study is divided into multiple sections in order to provide a full and comprehensive perception of policy as it relates to arming public education personnel. These sections include a look at the history of school violence and shootings, past and present legislation as it relates to arming public education personnel and an overall look at the fundamental concept or idea of arming public education personnel. Researching and breaking down published material on armed employee policy and active shooter scenarios in public education in this manner will provide a more in depth and well-rounded understanding as it relates to the study.

History of School Violence

Violence in public schools is certainly not a new issue in education and safety in schools has been a top priority for local, state and federal officials dating back many decades. The concern and prioritization for school safety stems from the persistent violence in public education reaching back to 1927 in Bath, Michigan. Considered to be the most devastating act of violence in public education, a single man used dynamite to blow up the school, taking the lives of 45 total people, 38 of which were children (Dotinga, 2012). Although the motive is still unclear as to why this local farmer and school board member acted so incredibly, the reality remains that school violence has been and will continue to be extremely difficult to defend against and forecast.

Perhaps one of the most notable and infamous acts of violence in public education history was the Sandy Hook massacre in Newtown, Connecticut. The event was polarizing across the nation and made headlines around the world. During the shooting at the elementary campus in Connecticut, Adam Lanza gunned down twenty first-grade school children and six school staff over a period of 12 minutes (Shultz, Muschert, Dingwall, & Cohen 2013). Not only was this event polarizing due to the amount of victims, but qualified even more bothersome due to the very young children involved. This act of violence was different. It was calculated, evil, and purposeful in creating hysteria and fear. The Newton shooting was immediately labeled as a “fundamentally different” episode of gun violence (Shultz, Muschert, Dingwall, & Cohen 2013).

Many years prior to the Sandy Hook shooting, was the now infamous Columbine High School shooting in Littleton, Colorado. This act of violence was different than that of its counterparts. It was great in length, lasting more than twenty minutes Eric Harris and Dylan Klebold killed 13 of their classmates and wounded 26 others. Simply mention the word

Columbine and the image that comes to mind is of children fleeing a besieged school, their hands raised in fear and their steps driven in urgency (Mears 2008). Despite the fact that the shooting ended by noon, police and sheriff’s deputies, believing there was continuing danger, did not move into the shooting area until several more hours had passed, during which time some victims bled to death. This shooting also

sparked nationwide debate and discussion regarding police response time and preventative measures to be enacted in schools moving forward.

The aforementioned major acts of violence in a public education setting are heavy influencers in the armed employee policy movement across the United States. These events and others similar in nature have propelled armed employee policy propaganda and surged these policies at an expedited rate. The direct result of this propulsion has led to increased local and state support for arming employees along with legislation passed to support arming public educators.

Security Measures

Many public school officials would say their number one priority is not to educate children, it is to keep them safe. In order to maintain safety, many security measures, physical and non-physical in nature, have been utilized and put into place in public education settings. These security measures might not stack up to what was originally hoped. According to (Robers, Zhang, Morgan, & Musu-Gillette, 2015) in 2013, approximately 22% of high school students had been offered, given, or sold drugs on school property, 8% had been in a fight, 22% had been bullied, and 7% had been threatened or injured with a weapon at school in the past year. Although the previously mentioned safety concerns are not directly responsible for taking lives of public school students, they can certainly have an indirect or direct impact on the individual who chooses to carry out such an act of violence that would take the lives of young people.

Many public schools employ the use of security devices including surveillance cameras, metal detectors, secured entry points, student identification, and security personnel. These security measures have been mirrored more and more in public school across the nation. In the 2013-2014 school year, an estimated 89% of public high schools used security cameras to monitor the school; 43% reported the presence of one or more security guards, security personnel, school resource officers, or sworn law enforcement officer at least once a week; and 9% used random metal detector checks (Zhang, Musu-Gillette, & Oudekerk, 2016). The hope of public education officials is the presence of these measures will discourage individuals from attempting an act of violence.

Logically, this makes sense but literature debates this thoroughly with recent happenings of mass school shootings. Moreover, heavily securitized schools may contribute to a sense of alienation and weakened social bonds (Devine1996; Nolan2011), thereby reducing the extent to which adolescents are invested in behaving in ways that conform to the school's expectations (Hirschi1969) (Fisher, B. W., Mowen, T. J., & Boman,John H.,IV. 2018). The fact remains that even with the most stringent, comprehensive and cutting edge security measures put into place, there is no guarantee in preventing a shooter from entering a building and taking fire on students and staff.

Much of the literature suggests there are varying conditions and results of an increase in security measures or decrease in security measures. Additionally, prior studies are inconsistent in how they operationalize school security measures (Fisher, B. W., Mowen, T. J., & Boman,John H.,IV. 2018). Subsequently, school districts across the nation differ so greatly that there cannot be a universal expectation or

implementation as it relates to security measures on public education campuses. The thought here is that each district is unique to themselves, therefore their safety and security measures are reflective of these distinctions.

State Legislation

States are taking action more proactively now more than ever when it comes to amplifying security for public school students and staff. Many states have passed legislation allowing teachers to carry guns, with Texas leading the way. School districts will be allowed to place as many armed teachers or school personnel on campus as they see fit (Mental Health Weekly 2019). Govern Greg Abbot made swift work of passing legislation for an increase in armed public educators and mental health tools after a disastrous school shooting at a Texas high school in 2018. Pending the district and access to emergency personnel, local officials can dictate how many teachers will be necessary armed public educators.

Texas wasn't the first state to take stern action when it comes to campus safety in public schools. South Dakota was the first state in the nation explicitly authorizing school employees to carry guns on the job, but the school districts have been hesitant to pick up arms as of July 1, when the new law went into effect (Prall 2013). States may have taken action, like in the case with South Dakota, but school districts weren't necessarily prepared or ready to sign off on placing firearms in the possession of their teachers. This has been the case across the United States for years, where states either pass laws for educators to carry weapons and districts are slow to move or vice versa.

School district superintendents are an essential component to carrying out this security service and understanding the community they are serving proves to either expedite or drastically slow the approval process at the district level. Even still, state legislators have moved in a direction where they do not want the lives of public education students and staff to be taken due to lack of state law and legislation. South Dakota proves as a perfect example of this state and district relationship when it comes to arming teachers.

One of the most recognizable and infamous articles of legislation passed is the Gun-Free School Zones Act enacted by the U.S. Congress in 1990. This act prohibited the possession of firearms on and within a specific distance of public education campuses and affiliated locations. Although originally this plan was created in an effort to amplify public education safety and eliminate possible school shootings. Since the GFSZA was enacted, there has been an exponential rise in school shootings and active mass shooting scenarios across the United States. Many argue this Act passed by the U.S. Congress in fact did the exact opposite of keeping schools safe, but in contrast making them more vulnerable and an easier target for a potential shooting scenario.

As President Trump took office in 2017, he vowed to lessen gun restrictions on public education campuses to combat the GFSZA as he indicated this Act only increased the danger for children who attend public education campuses. While his promise of completing this goal on day one in office did not occur, his comments regarding the dangers of gun-free zones, repeated at campaign rallies and then in public speeches across the country, served to raise further awareness of a key issue to both gun-control proponents and gun-rights activists (Gun-Free Zones 2018). With President Trump

bringing momentum and persuasion back to the movement of enlisting more guns as safety measures in public schools, many states followed suit. Gun rights activists reinforce their position in support of President Trump's movements by citing shootings such as the Sandy Hook shooting and Stoneman Douglas High School shooting, both of which took place in gun free school zones. The fundamental approach behind this type of thinking brings about certain logic, but it is not welcomed and accepted by all legislators and state policy makers, nor local public school officials.

Arming Public Education Personnel

Ohio Sidney City Schools take a proactive approach in publicly addressing potential active shooters. Here they have signs posted stating "Inside this building our children are protected by an armed and trained response team." School districts like this one in Ohio have taken bold action in an effort to further protect their students and staff. The first question proposed in these type of grand implementation safety protocols is "how do the kids, teachers and their parents feel about this?" "I don't have to worry about waiting for the police or the SWAT team to get there," the 16 year old said. "There's a teacher there... to help me." (Higgins 2018). In communities such as Ohio Sidney, arming staff came as an essential unanimous decision, met with little or no push back. This isn't the case across the United States.

Some communities and states are met with great opposition when it comes to arming their teachers and public education personnel. In Michigan, the idea of arming teachers has bred controversy, with some school leaders, such as Detroit Superintendent

Nikolai Vitti, being vocally opposed (Higgins 2018). Ultimately, the Superintendent and the Board of Trustees makes the final call on the implementation of any state policy which would allow the carrying of weapons by employees. Vitti, not alone in his opposition, certainly made his point clear and worked diligently to keep guns out of his schools.

Lawmakers, local politicians and school district leaders are integral pieces in the decision as to arm teachers and public education personnel or not. One piece that is not typically shown on the news or included in debates regarding arming teachers, is that opinion and perception of the teachers themselves. Randi Weingarten, president of the American Federation of Teachers, said in a news release “We don’t want to be, and would never have the expertise needed to be, sharp shooters. No amount of training can prepare an armed teacher to go up against an AR15.” (Higgins 2018).

Now, the teacher’s perception and attitude towards being armed could certainly be a matter of context. For example, teachers in a small rural school district in Texas, are a minimum of 45 minutes from first responders. “We had to listen to what is best for our kids,” said the superintendent of the small rural school district. “This may not be best for every school.” (Higgins 2018). Due to the incredible amount of distance this rural Texas school district resides away from first responders, it was considered a necessity for their educators to serve as trained protectors as well. “They are trained... to go in and take out an active shooter,” said the superintendent, who has gone through the training himself and is confident in his employees who’ve been trained.” (Higgins 2018).

There is a clear divide between the different schools of thought as it relates to arming public education professionals. In many cases, it is a matter of context and situational, unique to the specific district. In other cases, the decision whether to arm teachers or not may come down to political prowess and power, influencing districts to maintain uniformity with their neighbors. It is imperative to understand the independence school districts hold when considering the ability to arm their educators. Districts are not required to arm teachers, but many states have given school districts the ability to take advantage of the opportunity to arm teachers through new legislation. Ultimately, local leaders such as school board members and superintendents make the final call on whether the district will arm teachers in an effort to further protect their students and staff. This decision holds great weight at its core in protecting small children, young adults and professional employees, but the political and professional implications that decision may hold has to be investigated as well when determining why a decision may or may not have been made.

Summary

With ample national studies and literature published, there is no shortage of information as it relates to public education safety and arming public education personnel. With numerous safety measures and devices currently utilized and in place across the nation, there is a perceived priority by public officials at the state and local levels, seeking to create safer public schools and campuses. The main and most important piece of literature aligned with these proposed safety measures is that of state

legislation, which allows local officials to design and implement more rigorous safety procedures at the campus levels. To that point, studying and quantifying state policy as it relates to arming public education personnel, or teachers, is essential in providing a more comprehensively clear understanding in this genre of public education safety. This content analysis will aim to gather information to attain a closer look at state policy throughout the United States. Understanding how and in what ways states from differing regions and areas apply armed employee policies or exclude them altogether, will certainly allow for a deeper, more concise look at armed employee policy.

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CHAPTER III

METHODOLOGY

Within this chapter, I will discuss the various data collection procedures and practices used to assess state policies across the United States. In this examination, only state documents and adequate state released information were used to collect data. If appropriate state documents could not be procured and examined, other state documents relating specifically to armed employee policy or similar were used. Any information published by non-state affiliated organizations or non-profits were screened accordingly and excluded from use unless they were formally associated with the state regarding the information released.

I conducted online searches on state web pages using terms like “<state> armed employee policy.” Searches were conducted on internet search engines first then transitioned to government web pages. These pages brought up government, state codes and bills related to arming public education employees.

Using a summative content analysis, I could then further understand the context of arming employees in public education. Analyzing data and searches resulted in quantitative data, I was able to use to distinguish intricacies within policy from one state to the next. Such intricacies showed commonalities and subtle differences in verbiage used within policy along with other textual evidence that make each state unique in how they define their policy.

This study was designed and guided following these research questions:

- RQ1 What is the status of high leverage and low leverage policies at the state level regarding arming public education personnel?
- RQ2 What are the fundamental components of the policies across all states as it relates to arming public education personnel?

McDonnell, L., & Elmore, R. (1987) said the most promising approach is to work toward a more parsimonious model of the determinants of implementation outcomes and ultimate policy effect, while retaining those variables that have produced the greatest explanatory pay-off- namely, ones embedded in the local political and organizational context. This is the centralized structure of research that will be utilized in filtering and organizing state policy data as it relates to armed employee policies. Each state and local governance can interpret and utilize policy as they see necessary. The rubric associated and used within this study will work to breakdown these variances between state and local governance, leaving only concrete and the most stripped down data as it related to armed employee policy.

Data Collection

To develop a comprehensive and most efficient armed employee policy rubric, there needed to be constants represented as proposed expectations related specifically to armed employee policy. These constants were identified through the “Education Commission of the United States” (2019) web page and used as the indicators for each

state and how each state interprets and implements the armed employee policy. Such indicators include the following;

- 1) Training programs associated with arming employees
- 2) Payment or compensation for being an armed employee
- 3) Psychological evaluation requirement
- 4) Background check requirement
- 5) Local written regulation by board of trustees required to arm employees
- 6) Concealed Handgun License requirement
- 7) Weapons citation published. The citation associated with each state and the armed employee policy will be included as well.

Additionally, conducting searches through SEA websites for key terms like *arming teachers* and *education gun policy* and *armed employee policy in public education* all provided ample sources and information as it relates to this study. I was able to gather information for all 50 states that is current, in 2019. This updated data will provide the clearest evidence as to how states armed employee policies are filtered and utilized across the nation. As I was able to uncover information regarding each state and their policy, their information was entered into a spread sheet where I could easily add and sort information as my research progressed. The gathering of the entirety of this information took place during the spring of 2020 and fall of 2020.

Armed Employee Policy Rubric

I developed the rubric for armed employee policy as I uncovered common facts on policies from multiple states. This increased my opportunity to be able to compare and contrast most of the states once my research was completed. It is important to note that this rubric does include specific qualification criteria for gun yielding employees, armed employee program development and implementation processes, funding, community perception and support or other similar pertinent qualifying aspects to consider when forming an armed employee program. Using the four indicators noted above, each state will be given one point if the indicator is answered with YES and no point if the answer is NO. Each state will also be given one point if there is a weapons citation associated with their state and their armed employee policy. If no information was uncovered for the state in any indicator section, *No statutory language found* will be entered for that particular indicator.

The table below includes the questions/indicators used within the rubric for armed employee policies across every state.

State Armed Employee Policy Rubric

Table 1.1

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point NO- value (0) points
Payment or compensation for being an armed employee	YES- value (1) point NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point NO- value (0) points
Formal Background Check	YES- value (1) point NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point NO- value (0) points
Concealed handgun license requirement	YES- value (1) point NO- value (0) points
Weapons Citation Published	YES- value (1) point NO- value (0) points

Analysis of Data

After all data was collected and populated into a data collection spread sheet, I created a small profile for each state. Each profile includes information as it related to

the AEP rubric. The information provided in each profile is reflective of factual evidence I uncovered within my research, and does not include inferencing or opinion based summations. Additionally, a comparative analysis was conducted regarding point totals for each state, then allowing me to categorize states as higher and lower leveraging as it related to armed employee policy. In order to create a well-defined cut line for high and low leveraging states, the decision was made to set this line at greater than or equal to 4.5. If a state scored 4.5 or higher, they're rating would be categorized as high leverage. Conversely, a score lower than 4.5 would deem the state as low leveraging. The rationale behind choosing greater than or equal to 4.5 in order to be considered a high leverage state is as follows; this creates a true high leverage status for certain states, meaning there is no in between or "close" when considering who would be high leverage or low leverage. A state would essentially have to score a 5 or higher, creating a situation where it is much more difficult to land in the high leverage category than the low leverage category. This stark contrast in qualification material will assist in filtering true high leveraging states versus the latter. Lastly, creating a scale where it is slightly more difficult to gain high leverage status than that of low leveraging eliminates any stance or argument that a state might have been close enough one way or the other.

Implementing grounded theory within the analyzation process assisted in propelling my systematic collection of data for all 50 states. In order to arrive at a logical conclusion at the conclusion of this study, consistent and systematic data collection and analysis is critical. Additionally, thematic code development was utilized in order to group themes as they populate, in order to best compare and contrast the data at the

conclusion of the research. Thematic code development is defined as a process in which data are grouped into themes selected by the researcher. This is the fundamental practice I implemented while conducting my research. In order to create a comprehensive and grounded study, I was challenged with identifying commonalities across many states as it pertains to armed employee policies. These themes or commonalities are what assisted me in creating the rubric by which all 50 states will be graded.

Summary

With the increase in school shootings and attacks on public education students and faculty, understanding the policies adopted to protect students and faculty is essential to further ensuring said safety. This also creates and opens new doors for additional policies to prevent against further acts of violence on public education campuses. The data collected within this research will provide a snapshot of higher and lower leverages states or regions as it relates to arming employees on public education campuses. This snapshot will also provide details associated with the state's policy implementation or lack of policy implementation and how that filters to the district level across all 50 states.

The profiles created for each state will create a thorough understanding of the policy they have adopted and will also provide intricacies as to how they fit within that indicator. The information then after being synthesized will be easily accessible and organized. This will then provide a path for further research and growth at the state or

local level as to how new and more progressive armed employee policies and measures can be implemented to increase safety on public education campuses.

References

McDonnell, L., & Elmore, R. (1987). Getting the Job Done: Alternative Policy Instruments. *Educational Evaluation and Policy Analysis*, 9(2), 133-152. Retrieved August 30, 2020, from <http://www.jstor.org/stable/1163726>

Education Commission Of The States.

<https://c0arw235.caspio.com/dp/b7f93000ca98a2eae2374845afef>

<https://www.ecs.org/> - Education Commission of the United States (2019)

CHAPTER IV

DATA COLLECTION AND ANALYSIS

The data collected for each state in this analysis is quantified and reflected in each corresponding table for that state's published policy. The state's published policy will be graded and filtered through 7 indicators. Those indicators are as follows;

1) Training programs associated with arming employees 2) Payment or compensation for being an armed employee 3) Psychological evaluation requirement 4) Background check requirement 5) Local written regulation by board of trustees required to arm employees 6) Concealed Handgun License requirement 7) Weapons citation published. The citation associated with each state and the armed employee policy will be included as well. Once the data was collected it was synthesized into a table for each state. A short summary of the state and the citation associated with their state level policy will be included as well.

Within the coming pages of the content below, there will be tables shown for each individual state, along with the rubric and results associated with that state's policy. Each state will be categorized as "high" or "low" leveraging whether the state falls above or below 4.5 indicators within the rubric. A state with a 5 or above will be categorized as a high leverage state as it relates to AEP. A state with a 4.5 or lower will be categorized as a low leverage state as it relates to AEP.

Alabama’s weapons citations are *Ala. Code § 16-1-44.1* and *Ala. Code § 13A-11-*

72. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Alabama does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.2
Alabama AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Alaska’s weapons citation is *Alaska Stat. Ann. § 11.61.210* . Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees, a psychological evaluation or formal background check requirement. Alaska does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.3
Alaska AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Arizona’s weapons citation is *Ariz. Rev. Stat. Ann. § 15-341*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation but do require a formal background check. Arizona does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 1.4
Arizona AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	NO- value (0) points
TOTAL POINTS	Points- 5 State Policy Leverage- High

Arkansas' weapons citations are *Ark. Code Ann. § 5-73-119, Ark. Code Ann. § 17-40-102, Ark. Code Ann. § 17-40-208, Ark. Code Ann. § 17-40-330 et seq.* Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Arkansas does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 1.5
Arkansas AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

California’s weapons citation is *Cal. Penal Code § 830.32*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. California does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.6
California AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Colorado’s weapons citations are *Colo. Rev. Stat. Ann. § 18-12-105.5, Colo. Rev. Stat. Ann. § 22-32-109.1, Colo. Rev. Stat. Ann. § 18-1-901, Colo. Rev. Stat. Ann. § 16-2.5-101, Colo. Rev. Stat. Ann. § 18-12-214*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation but there is a formal background check requirement. Colorado does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.7
Colorado AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Connecticut’s weapons citations are *Conn. Gen. Stat. Ann. § 53a-217b*, *Conn. Gen. Stat. Ann. § 53a-3*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Connecticut does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.8
Connecticut AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Delaware’s weapons citation is *Del. Code Ann. tit. 11, § 1457*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Delaware does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 1.9
Delaware AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

District of Columbia’s weapons citation is *D.C. Code Ann. § 22-4502.01(c)*.

Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. District of Columbia does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 2.1
District of Columbia AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Florida’s weapons citations are *Fla. Stat. Ann. § 1006.12(2)(b)*, *Fla. Stat. Ann. § 790.115(2)(a)*, *Fla. Stat. Ann. § 790.115(3)*, *Fla. Stat. Ann. § 30.15*. Legislature does require training programs to be employed by the local district to arm employees. There is a compensation requirement for arming employees and also a psychological evaluation and formal background check requirement. Florida does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 2.2
Florida AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	YES- value (1) point
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 7 State Policy Leverage- High

Georgia’s weapons citations are *Ga. Code Ann. § 16-11-127.1, Ga. Code Ann. § 16-11-130.1, Ga. Code Ann. § 20-8-5*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Georgia does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 2.3
Georgia AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 6 State Policy Leverage- High

Hawaii does not have any statutory or regulatory language found within their state legislative documents. There aren't any published weapons citations for this state, or policies that would support or not support arming public education employees.

Table 2.4
Hawaii AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	NO- value (0) points
TOTAL POINTS	Points- 0 State Policy Leverage- Low

Idaho’s weapons citations are *Idaho Code Ann. § 18-3302C, Idaho Code Ann. § 18-3302D*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Idaho does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 2.5
Idaho AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Illinois' weapons citation is 720 Ill. Comp. Stat. Ann. 5/24-1. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Illinois does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 2.6
Illinois AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Indiana’s weapons citation is *Ind. Code Ann. § 35-47-9-1*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Indiana does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 2.7
Indiana AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Iowa’s weapons citation is *Iowa Code Ann. § 724.4B*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Iowa does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 2.8
Iowa AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Kansas' weapons citation is *Kan. Stat. Ann. § 75-7c10*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Kansas does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 2.9
Kansas AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Kentucky's weapons citation is *Ky. Rev. Stat. Ann. § 527.070(3)(e)* . Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Kentucky does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.1
Kentucky AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Louisiana’s weapons citation is *La. Rev. Stat. Ann. § 14:95.2*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Louisiana does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.2
Louisiana AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Maine’s weapons citations is *Me. Rev. Stat. tit. 20-A § 6552*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Maine does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.3
Maine AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Maryland’s weapons citation is *Md. Code Ann., Crim. Law § 4-102*. Legislature does require training programs to be employed by the local district to arm employees. There is a compensation requirement for arming employees and a psychological evaluation and formal background check requirement. Maryland does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.4
Maryland AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	YES- value (1) point
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Massachusetts' weapons citation is *Mass. Gen. Laws Ann. ch. 269, § 10*.

Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation but there is a formal background check requirement.

Massachusetts does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.5
Massachusetts AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 4 State Policy Leverage- Low

Michigan’s weapons citation is *Mich. Comp. Laws Ann. § 750.237a*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation but there is a formal background check requirement. Michigan does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 3.6
Michigan AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Minnesota’s weapons citation is *Minn. Stat. Ann. § 609.66(1)(d)*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Minnesota does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 3.7
Minnesota AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Mississippi’s weapons citation is *Miss. Code. Ann. § 97-37-17*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Mississippi does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 3.8
Mississippi AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Missouri’s weapons citation is *Mo. Ann. Stat. § 571.107*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Missouri does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 3.9
Missouri AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Montana’s weapons citation is *Mont. Code Ann. § 45-8-361*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Montana does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.1
Montana AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Nebraska’s weapons citation is *Neb. Rev. Stat. § 28-1204.04*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Nebraska does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.2
Nebraska AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Nevada’s weapons citation is *Nev. Rev. Stat. Ann. § 202.265*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Nevada does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.3
Nevada AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

New Hampshire’s weapons citation is *N.H. Rev. Stat. Ann. § 193:13*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. New Hampshire does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.4
New Hampshire AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

New Jersey’s weapons citation is *N.J. Stat. Ann. § 2C:39-5*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. New Jersey does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.5
New Jersey AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

New Mexico weapons citation is *N.M. Stat. Ann. § 30-7-2.1*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. New Mexico does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.6
New Mexico AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 4 State Policy Leverage- Low

New York’s weapons citation is *N.Y. Penal Law § 265.01-a*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. New York does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.7
New York AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

North Carolina’s weapons citations are *N.C. Gen. Stat. Ann. § 14-269.2 N.C. Gen. Stat. Ann. § 162-26, N.C. Gen. Stat. Ann. § 115C-47*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. North Carolina does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 4.8
North Carolina AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 4 State Policy Leverage- Low

North Dakota’s weapons citation is *N.D. Cent. Code Ann. § 62.1-02-05(2)(h)*.

Legislature does require training programs to be employed by the local district to arm employees. There is a compensation requirement for arming employees and a psychological evaluation and formal background check requirement. North Dakota does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 4.9
North Dakota AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	YES- value (1) point
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 7 State Policy Leverage- High

Ohio’s weapons citation is Ohio *Rev. Code Ann. § 2923.122*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Ohio does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 5.1
Ohio AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Oklahoma’s weapons citation is *Okla. Stat. Ann. tit. 21, § 1277*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Oklahoma does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 5.2
Oklahoma AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Oregon’s weapons citation is *Or. Rev. Stat. Ann. § 166.370*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Oregon does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 5.3
Oregon AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Pennsylvania’s weapons citation is *18 Pa. Cons. Stat. Ann. § 912*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Pennsylvania does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 5.4
 Pennsylvania AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Rhode Island’s weapons citations are *11 R.I. Gen. Laws Ann. § 11-47-60*

11 R.I. Gen. Laws Ann. § 11-47-11. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Rhode Island does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 5.5
Rhode Island AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

South Carolina’s weapons citation is *S.C. Code Ann. § 16-23-420*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. South Carolina does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 5.6
South Carolina AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

South Dakota’s weapons citation is *S.D. Codified Laws § 13-64-1 to 13-64-5*.

Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. South Dakota does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 5.7
South Dakota AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 6 State Policy Leverage- High

Tennessee’s weapons citations are *Tenn. Code Ann. § 39-17-1309*

Tenn. Code Ann. § 49-6-815. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Tennessee does not have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 5.8
Tennessee AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 5 State Policy Leverage- High

Texas' weapons citation is *Tex. Educ. Code Ann. § 37.0811*. Legislature does require training programs to be employed by the local district to arm employees. There is a compensation requirement for arming employees and a psychological evaluation and formal background check requirement. Texas does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 5.9
Texas AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	YES- value (1) point
Psychological Evaluation requirement	YES- value (1) point
Formal Background Check	YES- value (1) point
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 6 State Policy Leverage- High

Utah’s weapons citations are *Utah Code Ann. § 53-5-704, Utah Code Ann. § 76-10-505.5*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Utah does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 6.1
Utah AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	YES- value (1) point
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 4 State Policy Leverage- Low

Vermont’s weapons citation is *Vt. Stat. Ann. tit. 13, § 4004*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Vermont does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 6.2
Vermont AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Virginia’s weapons citation is *Va. Code Ann. § 18.2-308.1*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Virginia does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 6.3
Virginia AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

Washington’s weapons citation is *Wash. Rev. Code Ann. § 9.41.280*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Washington does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 6.4
Washington AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 2 State Policy Leverage- Low

West Virginia’s weapons citations are *W. Va. Code Ann. § 61-7-14, W. Va. Code Ann. § 61-7-11a*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. West Virginia does have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 6.5
West Virginia AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) point
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	YES- value (1) point
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 3 State Policy Leverage- Low

Wisconsin’s weapons citation is *Wis. Stat. Ann. § 948.605*. Legislature does not require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees or a psychological evaluation and formal background check requirement. Wisconsin does not have local written policy regulation by the board of trustees to arm employees. They do not require a concealed handgun license to arm public education personnel.

Table 6.6
Wisconsin AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	NO- value (0) points
Payment or compensation for being an armed employee	NO- value (0) points
Psychological Evaluation requirement	NO- value (0) points
Formal Background Check	NO- value (0) points
Local written policy regulation by board of trustees required to arm employees	NO- value (0) points
Concealed handgun license requirement	NO- value (0) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 1 State Policy Leverage- Low

Wyoming’s weapons citation is *Wyo. Stat. Ann. § 21-3-132*. Legislature does require training programs to be employed by the local district to arm employees. There is not a compensation requirement for arming employees but there is a psychological evaluation and formal background check requirement. Wisconsin does have local written policy regulation by the board of trustees to arm employees. They do require a concealed handgun license to arm public education personnel.

Table 6.7
Wyoming AEP Rubric

<i>Indicator</i>	<i>Value</i>
Training programs associated with arming employees	YES- value (1) points
Payment or compensation for being an armed employee	NO - value (0) points
Psychological Evaluation requirement	YES - value (1) points
Formal Background Check	YES - value (1) points
Local written policy regulation by board of trustees required to arm employees	YES - value (1) points
Concealed handgun license requirement	YES - value (1) points
Weapons Citation Published	YES- value (1) point
TOTAL POINTS	Points- 6 State Policy Leverage- High

CHAPTER V

CONCLUSIONS

Arming public school educators proves to be a dynamic and fluid point of contention for state lawmakers. At the fundamental level, arming school personnel is a practice that ultimately promotes the increased safety and security for public school staff and students alike. The beefed up approach to school security is not echoed however state to state. In fact, less than half of the states would be considered high leverage as it relates to the seven indicator rubric. Specifically, only twenty states are high leveraging, leaving the other 30 to be categorized as low leveraging armed employee policy states.

Only two total states scored a perfect seven out of seven within the AEP indicator rubric, Florida and North Dakota. Eighteen out of twenty high leveraging states scored either a five out of seven or six out of seven in the AEP rubric. Conversely, states that were categorized as lower leveraging typically scored a two or three, with many only scoring on one indicator. Hawaii was the only state unable to score on at least one indicator.

Additionally, out of the states that have experienced a mass school shooting, 7 of the 13 states are considered lower leveraging AEP states. These states include Colorado, Illinois, Wisconsin, Virginia, Pennsylvania, New York and Connecticut. It is also important to note that all of these states are blue and were recently voted majority democratic in the 2020 Presidential Election. There are 6 states out of 13 which experienced mass school shootings that are categorized at high leveraging AEP states. These states includes Texas, Arizona, Arkansas, Alabama, Georgia, and Maryland. It is

important to note here as well that all of these states, excluding only Maryland, were red states and voted majority republican in the 2020 presidential election. It is also important to mention that over 75% of states which voted republican in the 2020 Presidential election are high leveraging AEP states. The states that do not fit this particular profile are Arizona, Michigan, Georgia, Maryland and Massachusetts.

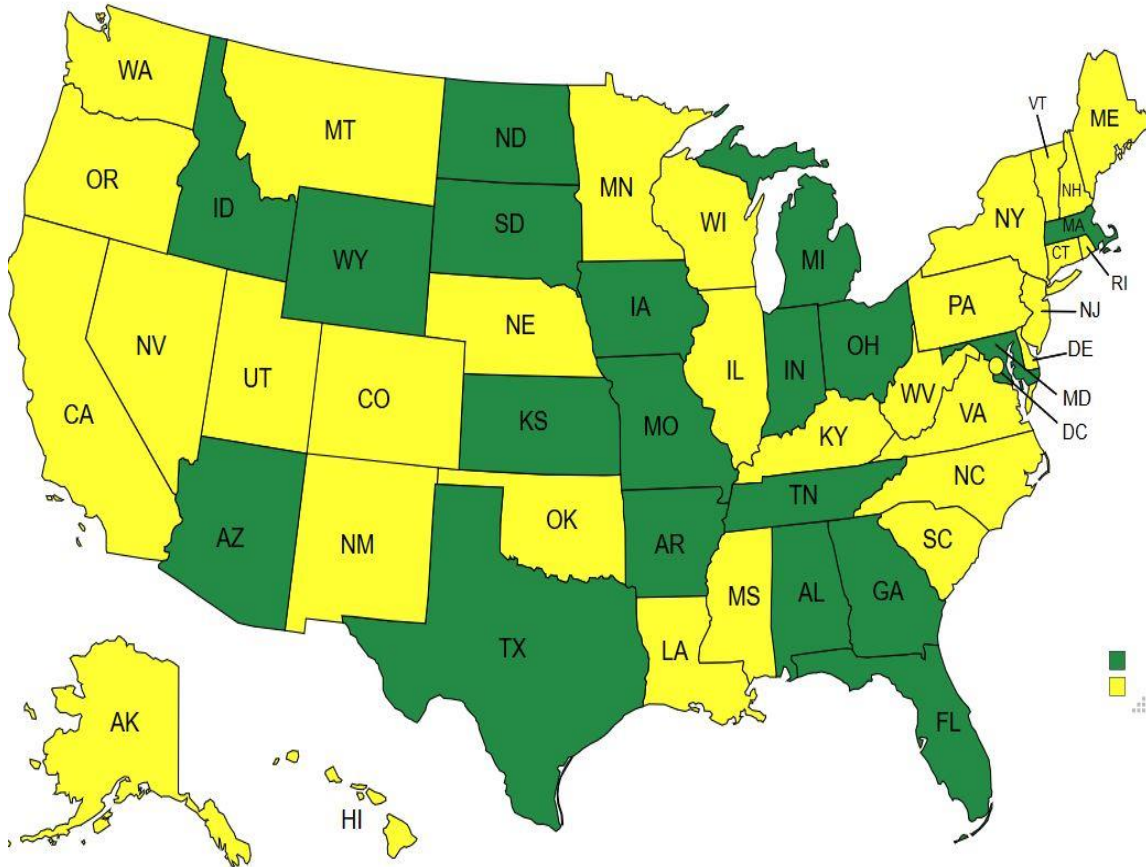
The political correlation was one I anticipated when I began this study, but I was not prepared for the overwhelming one sidedness that was revealed after my data analysis was complete. Another incredible revelation I uncovered was the comparison between high leveraging and low leveraging states and their political pairings versus high leveraging and low leveraging states and mass shootings occurring over the last 20 years. The lower comparable statistic was that of mass shootings, at almost an even split for high and low leveraging states. It seemed political prowess and influence weighed heavier than mass shootings.

The graphics included over the next few pages reflect the data noted above. This first map shows lower leveraging states as it related to AEP in yellow. High leverage states are shown in green. As you can see, the majority of the United States does not support arming public education employees, In fact, over 60% of the states are not supporters of this movement.

Figure 1.1

Green- Qualified as HIGH Leverage AEP states.

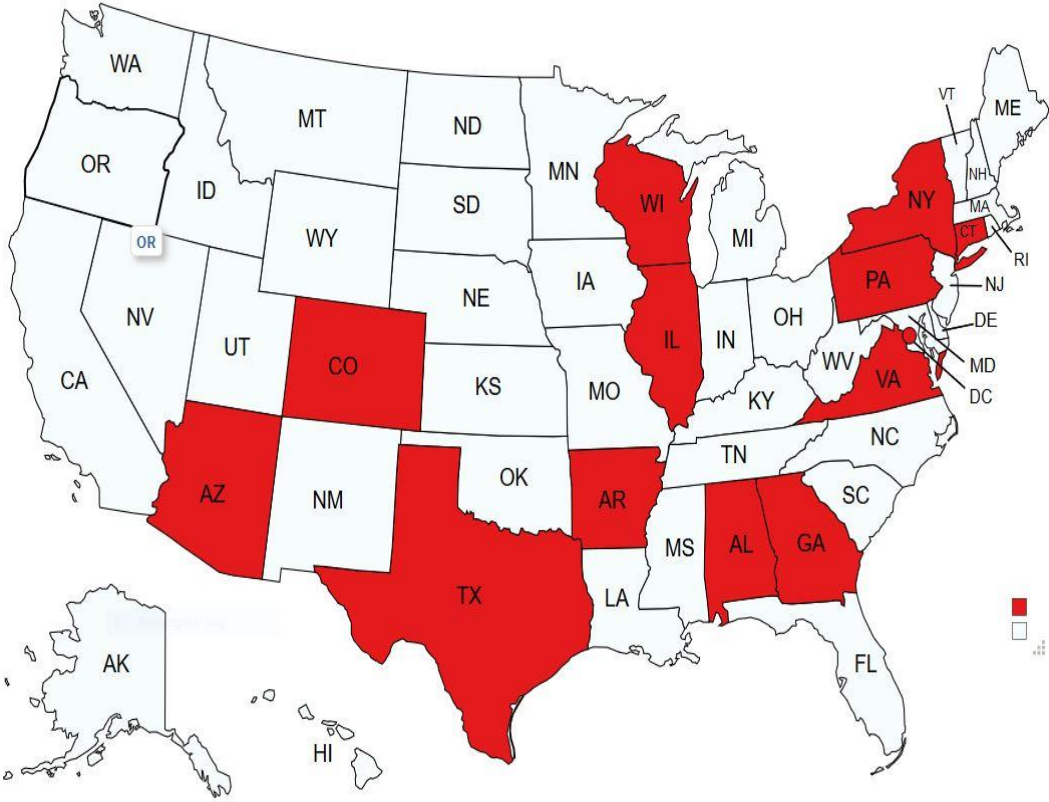
Yellow- Qualified as LOW Leverage AEP states.



This next graphic illustrates states that have experienced a mass school shooting in the last 20 years. Out of the states that have experienced a mass school shooting, 7 of the 13 states are considered lower leveraging AEP states. These states include Colorado, Illinois, Wisconsin, Virginia, Pennsylvania, New York and Connecticut. It is important to note that all of these states are blue and were recently voted majority democratic in the 2020 Presidential Election. There are 6 states out of 13 which experienced mass school shootings that are categorized at high leveraging AEP states. These states

includes Texas, Arizona, Arkansas, Alabama, Georgia, and Maryland. Again, it is important to note that all of these states are red and voted majority republican in the 2020 Presidential Election, excluding only Maryland.

Figure 1.2
Red- States who have recorded school mass shootings since 2000



This study was designed and guided following these research questions:

- RQ1 What is the status of high leverage and low leverage policies at the state level regarding arming public education personnel?
- RQ2 What are the fundamental components of the policies across all states as it relates to arming public education personnel?

The status of high leverage and low leverage policies at the state level regarding arming public education personnel is that lower leveraging states far outweigh higher leveraging states. In fact, only 20 out of 50 states qualify as high leverage states as it related to armed employee policy at the state level. Why is this? Nearly all democratic voted states were qualified as low leveraging AEP states. There were many republican voted states that in fact leveraged on the low end when facing the AEP rubric. The cause of this can be tied to many factors, one of which is shown in Figure 1.2 above. Some states choose to remain abstinent from any AEP policies because their state has not experienced a mass school shooting. Some states who have experienced mass school shooters elected to abstain from arming school employees or deploying any kind of strategy outside of utilizing law enforcement to combat this type of concern. To conclude, states seem to lean towards not addressing arming employees in public education. Whether this is politically driven, morally or societally driven, is yet to be discovered or published.

The fundamental components of AEP across the United States are not as wide ranging as one would anticipate. In fact, it is my belief there is less than a handful of indicators for each state which sways their ideology in arming public education

personnel. The first and most notable is one that has been mentioned throughout the last two chapters, political disposition. The state's political stance and voting history in presidential elections went nearly hand in hand to whether or not that particular state was supportive of AEP or was qualified as a high leverage AEP state. Meaning, if the state voted traditionally democratic, that state was also a lower leveraging AEP state. If the state voted traditionally republican, that state was most likely a higher leveraging AEP state. The exceptions to this ideology were predominately republican voted states.

The next fundamental component to whether or not states were higher or lower leveraging in their policy was whether or not that state had experienced a mass school shooting. Nearly half of the states who have experienced this type of massacre were considered high leveraging AEP states. Out of the seven states which were considered lower leveraging states who experienced a mass school shooting, 5 out of the 7 scored a 4 on the indicator rubric, meaning they were only one indicator from being considered a high leveraging state. This is also an indicator that the state addressed the concern and certain allowances for school safety within their policy, but not enough to necessarily be considered a high leveraging AEP state.

Lastly, geographic location seemed to play a role in whether or not states were high or low leveraging. Nearly all central, North Central and South Central states qualified as high leveraging AEP states. There are few, only 5 states that qualified as high leveraging on the eastern and western coastal states. This again ties into states political stance on some level, which is the main weighted component to states qualifying as high or low leveraging in regards to arming public education employees.

Throughout the research done within the confines of this study, there seemed to be a very common and apparent theme, states were either all in or all out on arming public education employees. Rarely were there states on the cusp of being categorized as high leveraging. This tells us that states are working tirelessly one direction or the other, which is seemingly influenced highly on the political stance of that particular state. Moreover, the public influence and demand from states who have experienced mass school shootings was a major player in a state qualifying as high leverage, or low leverage conversely.

The need for safer schools and processes in place to protect students and staff alike continues and will always play a role in state policy as it relates to arming public education personnel. Whether or not armed employee policies continue to be pushed by legislators remains in question. What we have learned is the strength of a state's political views largely impacts this specific genre of school safety policy.

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