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Validity of Safety in Schools: A New Era

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Validity of Safety in Schools: A New Era

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Abstract

　　　Providing a safe environment in educational institutions is vital for students to

learn. Safety has progressed over time with the development of occupational safety and

health standards that were established in the 1970's. Since then, safety has become more

important in our world. It is a responsibility and a duty to protect students, faculty and all

people within a school system. There is not a more important endeavor than the welfare

and safety of youth and children. Striving to maintain a safe environment for education in

all public and private school settings is reachable by implementing occupational safety

and health standards as well as the development of safety processes and procedures that

are designed to benefit each facility.

The idea of establishing and increasing safety in all schools is a topic both

unfortunate and necessary in the world we live in today. There are copious amounts of

information on school safety because in our day and time, this is something that is at the

forefront of news outlets and is a wide spread problem that is sweeping our nation. It is

vital to understand how school safety has developed throughout the past several years,

why school safety is important, the urgency to protect the school employees, the

responsibility and duty to protect the students, as well as providing a safe environment

for learning.

Being able to understand some of the safety issues and ways to improve school

safety will be beneficial to all people. This is a passionate topic as the approach of a two-

year anniversary of a school shooting at my very own alma mater and hometown high

school is soon.

"As a country, we don't have a good handle on where schools stand today

because there is no good evidence of how safe schools really are," said Amanda Klinger,

director of operations for the Educator's School Safety Network, a nonprofit that works

with K-12 schools and institutions of higher education. "Save the Children did a report on

what states require of schools, but we don't know how many schools are meeting those

requirements. From the research we do here, we generally find that schools are sorely

underprepared, but we can't say that in a quantified way." Daniel Pascale, senior director

of security and emergency management services at Margolis Healy, a professional

services firm based in Burlington, Vermont, that specializes in campus safety, security

and regulatory compliance for high education and K-12 was interviewed and said,

"…there is no one-size-fits-all solution. School safety initiatives are often put into a box

that's tied to state or federal funding and requires them to produce some sort of document
or program that fits a certain criterion. But schools vary greatly and they all have unique
needs, threats and resources." (Brown, 2015).

When citizens hear "school safety" it is easy to assume they are referring to
school violence, school shootings, and what the media tells individuals about schools and
the safety of them. But there is a lot more to school safety apart from what individuals
may hear in their community. Discussing some of the school safety concerns and plans
will broaden any persons view on school safety and what exactly that encompasses.

Occupational Safety and Health is an agency of the United States Department of
Labor. Occupational safety and health regulations (OSHA) were established in 1970, so it
is a relatively new act by which the workforce is required to abide. "The Occupational
Safety and Health Administration (OSHA) defines and regulates safe, healthy working
conditions for employees under the federal Occupational Safety and Health Act of 1970.
OSHA is a federal agency and does not cover all public sector employees such as
teachers in public schools, although federal employees and employees of private schools
are covered. However, twenty-six states, Puerto Rico and the Virgin Islands have OSHA-
approved state plans. Of these, twenty-two cover private workplaces, as well as state and
local government workplaces; the others cover state and local government workers only.
These states and territories can apply their own OSHA standards for teachers working in
public schools. These standards must match or exceed the federal OSHA standards. If
you are a public-school teacher or other school employee in a state or territory with an
OSHA-approved state plan, you have the right to a safe work environment." (Alexander,
2018.)

TABLE 1: OSHA PLAN STATES

AK*	IA*	NM	UT*	AL	KS	NE***	SD
AZ*	KY*	NV*	VA	AR	NH	TX	CA*
MD	NY**	VI**	CO	ME***	ND***	WI***	CT**
MI	OR*	VT*	DE	MA	OH***	WV	HI
MN	PR*	WA*	FL***	MS	OK***	IL**	NC*
SC	WY*	GA	MO	PA	IN*	NJ**	TN*
ID	NT	RI***					

     *   These State OSH plans provide coverage to public sector employees in a
manner similar to the coverage provided to private sector employees.

     **   These states cover only public sector employees (state and local
municipalities).

     ***   These states are Federal Plan states, which adopted other regulations
requiring public sector compliance.

"OSHA's General Duty Clause, Section 5(a)(2) of the Occupational Safety and Health

Act of 1970, requires that each *employer* shall:

• Furnish to each of his employees' employment and a place of employment free from

recognized hazards that are causing or are likely to cause death or serious physical harm

to his or her employees

• Comply with occupational safety and health standards promulgated under this Act.

OSHA general industry standards require school compliance in training and written

plans. OSHA's training requirements reflect their belief that training is an essential part of

every employer's safety and health program for protecting workers from injuries and
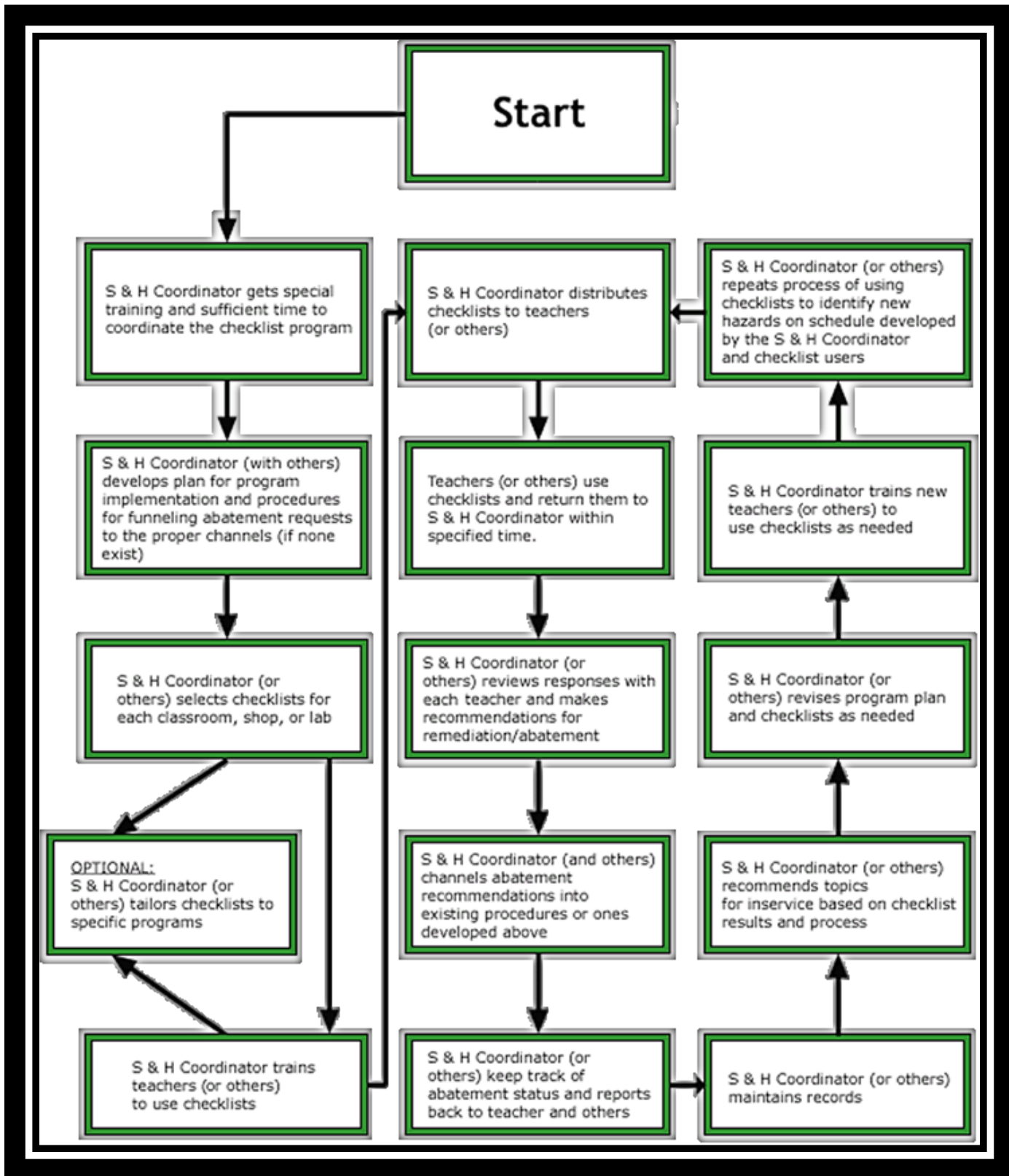
illnesses. Data supports that employees new on the job have a higher rate of accidents and

injuries than more experienced workers. If ignorance of specific job hazards and of

proper work practices is even partly to blame for this higher injury rate, then training will

help to provide a solution. Clear objectives and goals must be incorporated into the

training. OSHA requires the employer to evaluate or verify that employees comprehend

the training given to them. A knowledgeable trainer – who constantly updates his or her

own professional development, must deliver the training. All training requires the

availability of a live knowledgeable trainer to answer participants' questions." (Stroud,

2014)

Fortunately, teachers and those employed by a school district both publicly and

privately, are able and entitled to have any and all of their safety concerns addressed. The

standards that Occupational Safety and health have in place does apply to the United

States' private school teachers and public-school teachers recognized in Table 1 which

identifies those states and territories with OSHA approved state plans. (Alexander, 2018)

The National Institute of Occupational Safety and Health, also known as NIOSH,

has established documentation on how to establish an effective occupational safety and

health and environmental safety program within a school setting. NIOSH explains that

the key to preventing harm to school employees, students, and the environment is by

establishing a good safety program. In order for a good safety program to be effective, it

may take many years. NIOSH recognizes the school board, superintendent, school

principal, and top school administrators should be leaders in implementing the safety

program. Keeping these individuals informed and involved is vital in maintaining a

positive commitment to safety. A written safety and health policy should be constructed

and posted as well as issues to all employees and students. Administration should budget

for adequate financial resources for environmental safety needs at their facility. The

designated safety and health coordinator within a school facility has the responsibility of

creating a checklist program with the help of administration. Below is an example that

the National Institute for Occupational Safety and Health gives which then the

coordinator can make changes to so the chart will work specifically for his or her

school's needs.

Start

S & H Coordinator gets special training and sufficient time to coordinate the checklist program

S & H Coordinator distributes checklists to teachers (or others)

S & H Coordinator (or others) repeats process of using checklists to identify new hazards on schedule developed by the S & H Coordinator and checklist users

S & H Coordinator (with others) develops plan for program implementation and procedures for funneling abatement requests to the proper channels (if none exist)

Teachers (or others) use checklists and return them to S & H Coordinator within specified time.

S & H Coordinator trains new teachers (or others) to use checklists as needed

S & H Coordinator (or others) selects checklists for each classroom, shop, or lab

S & H Coordinator (or others) reviews responses with each teacher and makes recommendations for remediation/abatement

S & H Coordinator (or others) revises program plan and checklists as needed

OPTIONAL:
S & H Coordinator (or others) tailors checklists to specific programs

S & H Coordinator (and others) channels abatement recommendations into existing procedures or ones developed above

S & H Coordinator (or others) recommends topics for inservice based on checklist results and process

S & H Coordinator trains teachers (or others) to use checklists

S & H Coordinator (or others) keep track of abatement status and reports back to teacher and others

S & H Coordinator (or others) maintains records

Emergency action plans are also available through NIOSH and include templates to

be used by school safety coordinators. Examples of templates available to use include:

- Emergency Action Plan

- Emergency Personnel Names & Phone Numbers

- Evacuation Routes

- Emergency Phone Numbers

- Utility Company Emergency Contacts

- Emergency Reporting & Evacuation Procedures

- Medical Emergency

- Fire Emergency

- Extended Power Loss

- Chemical Spill

- Structure Climbing/Descending Emergencies

- Telephone Bomb Thread Checklist

- Severe Weather and Natural Disasters

- Critical Operations

- Training

Safety coordinators need to know how regulations should be followed and how they

are mandated. Regulations are created by federal, state, county, and municipal

governments. States, counties, and municipalities must comply with all federal

regulations. Counties and municipalities must comply with all state regulations and so on.

In most cases, states, counties, and municipalities may add to existing higher-level

regulations or may issue new regulations in areas where no higher-level regulations exist. Individuals may find, therefore, differing regulations as one moves from one area to another. Federal, state, county, and municipal agencies or governing bodies have the power to issue and enforce regulations. These groups include the Federal Occupational Safety and Health Administration (OSHA), state agencies, county boards of health, municipal boards of health, or town councils. It is beyond the scope of the Safety Checklist Program to address State, county, or municipal regulations.

Federal statutes or acts are passed by Congress and become part of the U.S. Code. Regulations may then be issued and enforced by a designated agency charged with that responsibility. Federal regulations are first issued in the *Federal Register.* After a public comment period, final Federal regulations are compiled in the *Code of Federal Regulations* (CFR) and can be cited by title, part, and section. Thus, 29 CFR 1910.120 refers to Title 29, Part 1910, Section 120.

The laws are designed to protect private sector employees, public employees (Federal, State, county, and municipal employees, including public school teachers), private and public-school students, the general public, and the environment. Each agency has jurisdictional responsibilities for promulgating and enforcing regulations to protect these groups. In addition, each agency has defined areas of hazards that it regulates." (CDC, 2019)

The State Department of Education provides regulations that cover both private and public elementary and secondary schools. Some states have provided regulations with environmental and occupational safety and health for students. School construction can

also be regulated by the state department of education. Safety coordinators should

examine what requirements are mandated by law and also what is required by policies.

When individuals pursue a career in teaching, the goal and mindset is usually to see

students grow, learn, and reach their full potential. It is unfortunate that not all schools

strive to provide employees with adequate working conditions to succeed at their job,

therefore not allowing students to adequately be educated. It is vital that the school

personnel follow what the 29 CFR 1910 General Industry Standards Training

Requirements provide. The trainer should have a working knowledge of the workplace he

or she will be training. Table 2 below provides information on what standard is required,

what the standard encompasses, the personnel the standard covers, as well as the written

plans/training required.

Table 2
29 CFR §1910 OSHA General Industry Standards Training Requirements for
School Personnel

STANDARD	TITLE	PERSONNEL	WRITTEN PLANS/TRAINING
Subpart E 1910.33-39 1910.38((a)(5)(i),(ii)(a)-(c);(iii); (b)(4)(i);(ii) 1910.39(d)	Exit Routes, Emergency Action Plans, Fire Prevention Plans	All	1910.38 Emergency Action Plan1 1910.39 Fire Protection Plan Initial assignment & changes in workplace
Subpart F 1910.66-67 1910.66(i), (ii), (ii)(A) - (E) & (iii)(v)	Powered Platforms, Man lifts, & Vehicle Mounted Platforms, Personal Fall Arrest Systems3	CTE-Automotive, Welding, (Shops), Maintenance	Initial assignment & changes in workplace
Subpart G 1910.94(d)(9)(vi); (d)(11)(v)	Occupational health and Environmental Control	Maintenance, CTE	Initial assignment & changes in workplace
Subpart G 1910.95(i)(4);(k)(1)-(3)(i) - (iii)	Occupational Noise Exposure	All	Hearing Protection Program (if action level 85 decibels exceeded) Initial assignment & changes in workplace
Subpart H 1910.106(b)(5)(v)(2)-(3)	Flammable & Combustible Liquids	Maintenance, CTE, Science, Art, All	Initial assignment & changes in workplace
Subpart H 1910.110(b)(16);(d)(12)(i)	Storage & Handling of Liquefied Petroleum Gases	Maintenance, CTE, Science, Art	Initial assignment & changes in workplace
Subpart H 1910.120(e)(1)(i), (ii); (2)(i)-(vii); (3)(i)-(iv), (4)-(9); Appendix C;(o)(i); (p)(8)(iii)(A)-(C); (p)(7)(i) -(iii); (q) (4); (q)(5); (q)(6)(i)-(A) (F); (iii) (A)-(I);	HAZWOPER & Emergency Response	Maintenance & Emergency Responders at school district level	Emergency Response Program Initial & annually special training requirements based on job level assignment

(iv)- (A) (I); (v)(A)-(F); (q)(7)			Trainers require special certification
Subpart I 1910.132	Personal Protective Equipment	All	Hazard Assessment Plan for .132-138 Initial assignment & changes in workplace
Subpart I 1910.133(f)(1)(i)-(v); (2), (3)(i)- (iii); (4)	Eye & Face Protection	All	Initial assignment & changes in workplace
Subpart I 1910.134(k)(1)(i)-(vii); (2), (3),(5)(i) -(iii)	Respiratory Protection	Maintenance & CTE	Respiratory Protection Plan Initial assignment & changes in workplace
Subpart J 1910.145(c)(1)(ii); (2)(ii); (3)	Safety Instruction for Accident Prevention & Tags	All	Initial Assignment and changes in workplace
Subpart J 1910.146(g)(1), (2)(i)-(iv)(3); (4);(k)(1)(i)(iv)	Permit-required Confined Spaces	Maintenance	Confined Space Plan Initial assignment & changes in workplace
Subpart J 1910.147(a)(3)(ii); (4)(i)(D); (7)(i)(A)-(C); (ii)(A)-(F); (iii)(A)- (C)(iv); (8); (e)(3); (f)(2)(i)	Control of Hazardous Energy (Lockout/Tagout)	Maintenance, Science, Custodians	Lockout/Tagout Plan Initial assignment & changes in workplace
Subpart K 1910.151(a) and (b)	Medical Services & First Aid	First Responders, Emergency Rescue Personnel	Initial assignment and changes in workplace
Subpart L 1910.155(c)(iv)(41)	Fire Protection	Anyone expected to use a fire extinguisher	Fire Protection Program Initial assignment & changes in workplace

Subpart L 1910.157(g)(1), (2), and (4)	Portable Fire Extinguishers	Anyone expected to use a fire extinguisher	Initial assignment & changes in workplace
Subpart L 1910.158(e)(2)(vi)	Fixed Extinguishing Systems	Custodians if they inspect extinguishers, Maintenance	Initial assignment & changes in workplace
Subpart L 1910.160(b)(10)	Fixed extinguishing systems	Maintenance	Initial assignment & changes in workplace
Subpart L 1910.164(c)(4)	Fire Detection Systems	Maintenance, Custodians	Initial assignment & Changes in workplace
Subpart L 1910.165(d)(5)	Fire alarm systems	Maintenance, Custodians	Initial assignment & changes in workplace
Subpart N 1910.177(c)(1)(i)-(iii); (2)(i)-(viii); (3) Includes single piece wheels per Federal Register of February 3, 1984 (pp. 4338- 4352) but not automobile or truck tires marked "LT."; (f)(1); (2)(i) and (ii); (3)-(11); (g)(1)-(12)	Servicing multi-piece & single-piece rim wheels	Maintenance	Initial assignment & changes in workplace
Subpart N 1910.178(1)	Powered Industrial Trucks	Maintenance & some Custodians	Initial assignment & changes in workplace
Subpart O 1910.211	Machinery & Machine Guarding	CTE, Maintenance, Cafeteria workers	Initial assignment & changes in workplace
Subpart O 1910.217(e)(2),(3); (H)(13)(i)(A)- (E), (ii)	Mechanical Power Presses	Maintenance, Shop (CTE)	Initial assignment & changes in workplace
Subpart Q 1910.252(a)(2)(xiii)(C)	Welding, Cutting & Brazing	CTE (Shop), Maintenance	Initial assignment & changes in workplace
Subpart Q 1910.255(a)(3)	Oxygen-Fuel Gas Welding & Cutting	CTE (Shop), Maintenance	Initial assignment & changes in workplace
Subpart Q 1910.254(a)(3)	Arc Welding & Cutting	CTE (Shop), Maintenance	Supbart Q 1910.252 Initial assignment &

			changes in workplace
Subpart Q 1910.255(a)(3)	Resistance Welding	CTE (Shop), Maintenance	Initial assignment & changes in workplace
Subpart S 1910.332(b)(1)	Electrical	CTE, Science, Maintenance, Custodians	Initial assignment & changes in workplace
Subpart Z 1910.1001(j)(7)(i)-(iii)(A)-(H)	Asbestos	Maintenance, Custodians, personnel exposed	Initial assignment & annually
Subpart Z 1910.1020(g)(1)(i)(iii), (g)(2)	Access to Employee Exposure & Medical Records, Employee Information	All	Initial assignment & annually
Subpart Z 1910.1028(j)(3)(i)-(iii)(A)& (B)	Benzene	Maintenance, Science, Art	Initial assignment & changes in workplace
Subpart Z 1910.1030(g)(2)(i);(ii)(A)-(C);(iii)(A)-(N);(ix)(A)-(C)	Blood borne Pathogens	Recommend all employees	Bloodborne Pathogen Plan Initial assignment & annually

Subpart Z 1910.1048(j)(3)(i)-(iii)(A) & (B)	Formaldehyde	Formaldehyde	If data indicates exposure at or > 0.1ppm must train at Initial assignment & changes in workplace
Subpart Z 1910.1096(f)(3)(viii)Posting: 1910.1096(i)(2)	Ionizing Radiation	Anyone exposed	Initial assignment & changes in workplace
Subpart Z 1910.1200(h)(l),(2)(i)-(iii); (3)(i)- (iv)	Hazard Communication	All	Hazard Communication Plan Initial assignment & changes in workplace
Subpart Z 1910.1450(f)(1)(2); (f0(4)(i) (A)-(C) & (ii)	Occupational Exposure to Hazardous Chemicals in Laboratories	Science, School and School District Administrators	Chemical Hygiene Plan Initial assignment & changes in workplace

(Stroud, 4-7.)

There are even more regulations that must be followed and some of these standards for schools are listed below. Individual schools may not require a HAZWOPER Plan. Developed by Occupational Safety and Health . HAZWOPER is a program on Hazardous Waste Operations and Emergency Response Standards. This plan protects workers at hazardous sites. When followed correctly, these extensive regulations help to ensure the safety and health of workers. Individuals undergo a training to obtain certification. Other standards, likewise, may not apply depending on exposure to hazards by employees (i.e. if the noise level does not exceed the action level of 85 decibels, a hearing conservation program would not be required).

The following standards require schools and school districts to have written plans:

1910.38 Emergency Action Plan

1910.39 Fire Protection Plan

1910.95 Hearing Conservation Program*

1910.119 Process Safety Management

1910.120 Emergency Response Program for HAZWOPER*

1910.132 Hazard Assessment Plan for

1910.133-138 1910.134 Respiratory Protection Plan3

1910.146 Confined Space Plan3

1910.147 The control of hazardous energy (Lockout/Tagout)

1910.155 Fire Protection Program

1910.1030 Bloodborne Pathogen Plan

1910.1200 Hazard Communication Plan

1910.1450 Chemical Hygiene Plan

1904 Injury and Illness Recordkeeping and Reporting Systems Vehicle Accident

Prevention Plan (state dependent) Workplace Violence Policy

Every student is affected by school safety. Reports have given evidence that

students whom experience high hostility rates from feelings of being unsafe, the presence

of gangs, as well as fighting among peers, has shown that students' achievements have

decreased. Programs have been established within education to promote social and

emotional skills in efforts to improve students' physical and emotional safety. Examples

of these programs include, conflict resolution, anger management, and positive

communication. Many improvements by these programs have improved social behavior,

social-emotional skills and attitudes, and improvement of emotional problems.

Recently, Kentucky General Assembly in 2019 voted to pass Senate Bill 1, known

at the School Safety and Resiliency Act. This bill "ensures all students are able to learn in

a safe and supportive school environment. It encompasses multiple areas of

the school environment – both internal and external – by addressing best practices for

securing the physical school buildings and implementing multiple trauma-informed

practices and strategies for creating a school culture where students are connected, their

social and emotional needs are met, and they can feel safe and focus on learning."

(Harper, 2019) Kentucky students are impacted positively by connecting students with

caring adults. Students health and behavioral needs are strived to be met in order to help

students grow into resilient learns and community members. The Bill says, when a child

is known well by at least one adult in the school setting, he or she feels more connected

and is more likely to respond to trauma or other stressors in a more resilient manner. All

public schools under bill one will adopt a trauma-informed approach. Several steps and

processes will be implemented within specific time frames designated to each new

process.

"This law has managed to find a unique balance between the proven strategies

that provide physical safety, and those that lead to supportive learning environments and

the overall health of students. With new school building guidelines for both the entrances

and the inside of schools, standards, and trainings for school staff around security, and

required specialized training for all school resource officers in not only protecting the

buildings and persons within it but also in their essential preventative roles as teachers

and mentors, schools will ultimately be better equipped to deal with any situation both

from within and from outside of the school. Combined with suicide awareness, trauma-

informed teams, the implementation of trauma training, and an improved goal standard

for school counselor-to-student ratios, Kentucky's children now have more opportunities

than ever for success and a healthy life." (Harper, 2019)

School safety has developed throughout the past several years. Diving into

research, we learn federal action took place beginning in the early 1970's. The idea of

school safety began then because of the rise of youth crime and drug use. Then, the 80's

hit. Problems intensified in the education realm, and preventing drugs and alcohol

became an even bigger concern and became known as an epidemic. President Ronald

Reagan wanted to fight against drug use by issuing the Drug-Free Schools and

Communities Act (DFSCA). This gave permission to schools to begin drug prevention

programs. Fast forward to the 1990's, violence and disciplinary problems became the

forefront of issues. In 1994, the zero-tolerance policy took effect through the United

States. This policy required disciplinary action to take effect to those who brought a gun, knife or other weapon to school. Federal statistics from the late 1990s did in fact show an increase in safety and a decrease in crime in schools. During the 2000's, "despite continuing positive trends in school safety and declining youth violence nationwide, as indicated by federal data collections and reports such as the Indicators of School Crime and Safety report, school and campus shootings highlighted the buildings' ongoing vulnerability to a determined armed assailant. In October 2006, the fatal shooting of five Amish schoolchildren in Lancaster, Pennsylvania, by a lone gunman refocused the nation's attention on school safety. One week after the shooting, President Bush convened the Conference on School Safety in Chevy Chase, Maryland, which brought together educators, law enforcement officials, families, and policymakers to discuss best practices to prevent future school shootings. Six months later, the mass shooting in April 2007 at Virginia Tech, which claimed the lives of thirty-three victims, underscored the importance of emergency management planning for educational institutions." (Marieke, 2018, p. 10-11)

The Safe and Drug Free Schools and Communities Program, Under Subpart 2, gave permission to education institutes to establish school safety related activities. These activities were made possible by grants or help through other agencies. According to the Library of Congress Federal Research Division (Marieke, 2018), federal activities that were established included:

- The development and demonstration of innovative strategies for the training of school personnel, parents, and community members;

- The development, demonstration, scientifically based evaluation, and

    dissemination of innovative and high-quality drug abuse and violence prevention

    programs and activities;

- The provision of information on drug abuse education and prevention to the

    Department of Health and Human Services for dissemination;

- The provision of information on violence prevention and education and school

    safety to the U.S. Department of Justice (DOJ) for dissemination;

- Technical assistance to governors, SEAs, LEAs, and other recipients of SDFSCA

    funding to build the capacity to develop and implement high-quality, effective

    drug abuse and violence prevention programs;

- Assistance to school systems that had particularly severe drug abuse and violence

    problems, including hiring drug abuse prevention and school safety coordinators,

    or assistance to support appropriate response efforts to crisis situations;

- The development of education and training programs, curricula, instructional

    materials, and professional training and development for preventing and reducing

    the incidence of hate crimes in localities most directly affected by such crimes

- Activities in communities designated as empowerment zones or enterprise

    communities that connected schools to community-wide efforts to reduce drug

    abuse and violence problems. (Marieke, 2018, p. 31-32)

Safety concerns over the past forty years have developed quickly and continue to

be very serious issues. In the past forty years, violence has exploded throughout the world

but specifically in the United States. The world will always have the issue of evil because

it is everywhere, including in schools. Because of this, safety will always be a concern and something we must strive for and be prepared for no matter what concerns will arise.

School safety encompasses some parts of occupational safety and health but it is also mandated by politics, and political support. Without the issues our schools across the world have encountered, the United States would not have the intervention of safety mandates Americans have in place currently and further regulations to come. The article, History of School Safety and Psychological First Aid for Children, shares some of the critical events in United States history that caused an intervention in the way our safety system is executed. Table 3 below will show a historical timeline of critical yet unfortunate events that took place in our nation that contributed to the safety standards we have today.

Table 3

School-Based Crisis Intervention: Historical Timeline of Critical Events

DATE	LOCATION	EVENT & BRIEF DESCRIPTION
1851	NYC, NY	False fire alarm at Greenwich Avenue School Death toll: 40 children died exiting the building
1901	New York	NY governor mandates school fire drills
March 4, 1908	Collinwood, OH	Fire destroys Lake View Elementary School
May 18, 1927	Bath, MI	Man-made explosion destroys school

		Death toll: 45 (38 children) Injured: 58
March 18, 1937	Rusk County, Texas	Gas explosion destroys New London Consolidated School Death toll: estimated 300
19950's	United States	School duck and cover drills Initiated by the DOE Goal: protect children from nuclear attacks Formed basis for today's earthquake and tornado drills
December 1, 1958	Chicago, IL	Fire in Chicago's Our Lady of Angels School Death toll: 92 children and 3 nuns Injured: 77
July 15, 1976	Chowchilla, CA	School bus hijacking 1 bus driver, 19 girls, and 7 boys (ages 5-14) All survived Terr (1979, 1981, 1983) followed children's post-traumatic stress disorder symptoms, emphasizing need for emotional first aid following trauma
October 17, 1989	San Francisco Bay Area, CA	Loma Prieta earthquake Red cross creates new division of services : DMHS Note: In 2005 Red Cross developed training specific to children's needs
April 19, 1995	Oklahoma City, OK	Explosion of Alfred P. Murrah Federal Building Death toll: 168 (19 children) Injured: over 500 Disaster precipitates development of NEAT

		Note: NEAT (aligned with National Association of School Psychologists) supports children and schools
May 21, 1998	Springfield, OR	Thurston High School shooting-Kip Kinkel (expelled student), opened fire in school's cafeteria Death toll: 2 students Wounded: 25 Kinkel also murdered his parents Clinton requested the DOE to develop guidelines to prevent tragic violence in U.S. schools
August 1998		Government Publication: DOE published *Early Warning, Timely Response: A Guide to Safe Schools* (Dwyer et al., 1998)
April 20, 1999	Littleton, CO	Columbine High School Massacre Death toll: 15 Injured: 24 Galvanizes federal and state support for safe schools Clinton initiated national conference of school safety
May 16, 2003		Rod Paige, U.S. Secretary of Education announced publication: *Practical Information on Crisis Planning: A Guide for Schools & Communities* DOE models school crisis plan-expands beyond school violence, includes a variety of school crises

September 1-3, 2004	Beslan, Russia	Armed terrorists held school hostage for 3 days Death toll: 344 (186 were children) Injured: hundreds Hickock, U.S. Education Deputy Secretary sent policy letter to U.S. school administrators, highlighting need to enhance school security
October 2, 2006	Nickel Mines, PA	Amish school shooting Death toll: 5 female students Wounded: 5 female students Shooter commits suicide

Within the past decade, bullying and cyber bullying victimization in school age and youth have become a huge problem in safety and especially in schools. Occupational Safety and Health cannot legally provide a defense for issues such as bullying and cyber bullying. This is a rising problem that must be addressed governmentally and locally. The goal is to provide students with safety in the school, and make sure they are provided a safe place to be educated. Regulating bullying and cyber bullying by monitoring students and issuing disciplinary actions to those who will not abide will ideally be enforced in every school nationally. Some legislation introduced in the 113th Congress addresses priorities in school safety and are listed below.

Helping Educators Support All Students Act. S.648

This bill would support teacher and school professional training on awareness of student

mental health conditions.

Mental Health Awareness and Improvement Act of 2013, S. 689.

This bill would allow schools to increase implementation of school-wide positive

behavioral interventions and supports and early intervening services, encourage school–

community mental health partnerships, reauthorize mental health awareness training, suicide

prevention programs, and children's recovery from trauma.

Partnerships for Achieving Student Success, H.R. 1854.

This bill would authorize grant funding for university–school district partnerships to

increase the number of school psychologists, counselors, and social workers in schools.

Reducing Barriers to Learning Act, H.R. 1940.

This legislation would establish an Office of Specialized Instructional Support Services

in the Department of Education and provide grants to state educational agencies to reduce

barriers to learning.

Safe Schools Improvement Act of 2013, H.R. 1199 & S. 403.

These bills establish policies that prohibit bullying and harassment in schools. They also

encourage the use of positive and preventive approaches to school discipline that minimize

students' removal from instruction. (NASP, 2013.)

What is the importance of school safety? Why should this be an issue one must take seriously?

To begin to answer these questions, individuals have to define what they want their school to be

safe from. There are several types of safety that need to be addressed to identify the importance

of it. Some examples that apply to school safety include:

- Physical safety
- Disaster & Emergency safety
- Emotional safety
- Workplace safety

Physical safety should be a high priority in every learning environment because physical harm should never be tolerated in a school setting. It should be of utmost importance to provide a safe place for learning which includes providing faculty, staff, and students an environment free from any physical dangers. The *Journal of School Health* talks about the physical environment of a school and says, "a healthy school environment will address a school's physical condition during normal operation as well as during renovation (ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (pollution, mold, hazardous materials, pesticides, and cleaning agents)" (Wiley Periodicals, 804).

Recently, a local school system underwent a large renovation within its biggest facility. The construction was going on during school session. (Tribune Courier, 2019) This added risk of physical injury as well as workplace safety risks to the faculty and students being surrounded by the construction, as the construction was unavoidable to a certain extent. However, particular measures were in place as well as enforced to keep the occupants of the school out of the construction zones. There were several zones throughout the school that were roped and blocked off from any person other than construction workers. These measures helped promote physical safety to all occupants. Aside from these kinds of physical safety examples, there is also keeping physical safety in mind within peer interaction. Physical safety is important in a school

environment to provide a safe place for all and also an environment that promotes education and

learning.

There is a threat to all individuals' safety and this continues to increase noticeably in

today's world for both global terrorism as well as natural and industrial disasters. A child's

safety in school demands action of not only administrative figures and educators, but of children

themselves by learning appropriate behavior to be able to prepare for incidents. In Moscow,

Russia, a survey took place after a terrorist act and this survey showed school children started

feeling vulnerable while attending school. The issue of safety in the school classroom needed to

be researched. Although this happened outside of the United States, it is a global issue people

across all nations are studying and taking seriously. In this study conducted in Moscow, it

recognized the issue of mobilizing a child in an emergency as well as how the entire community

addresses and handles emergency situations. This study also emphasized the idea that addressing

these concerns could be a crucial factor in saving lives in an emergency situation. Many different

emergency situations were researched for reasons of keeping schools safe. Some of those

emergency situations included terroristic acts, natural and manmade disasters, as well as others.

Furthermore, the primary goal of the research conducted at Moscow demonstrated the role of

cooperation and its psychological characteristics in keeping school children safe during

emergencies. Vera V. Abramenkova, the researcher in Moscow described research tasks as

follows.

- To provide a psychological classification of school emergencies.

- To single out the psychological characteristics of cooperation which promote effective
  actions among children in emergencies.

- To study the behavioral aspect and activities of children of various ages (small children – adolescents – young men) in emergencies.

- To empirically study the effectiveness of cooperation in an emergency for various forms of safety training.

- To develop and evaluate the optimal instructional program for schoolchildren in order to increase the effectiveness of cooperation in emergencies. Actions of every child community in an emergency have both individual psychological (anxiety, type of response, gender and age characteristics) and sociopsychological (form of organization, focus, group cohesion) characteristics. (Abramenkova, 424)

After careful examination, conclusions were made by the research conducted. After the study was concluded, the concerns were address and presented to schools on ways to improve safety measures and how to save lives in an emergency situation. Many different emergency situations were researched for reasons of keeping schools safe. Abramenkova described these conclusions as:

- " A simulated emergency is a specifically defined model of events represented by natural and industrial disasters, and by other situations in which negative factors are overcome most effectively not only as a result of the action of school administration and teachers, but also as a result of cooperation among the children themselves.

- The ambivalent attitude of schoolchildren of various ages to school safety and safety measures continuing for a prolonged period is the evidence of children's feelings of vulnerability in a possible emergency.

- Interactive cooperation among schoolchildren in a simulated emergency mediates the

  effectiveness of children's safety more than coactive cooperation, which is manifested in

  decreased evacuation time, preservation of group strength and fewer injuries.

- The age-related ratio of forms of cooperation in an emergency is as follows:

- In young children, co-active forms predominate over interactive

  forms, which corresponds to the phase of personal adaptation in

  a group;

- in adolescents, the observance of co-active/interactive forms of cooperation is equally

  probable, which is typical of the individualization phase;

- in senior adolescents, there is a slight predominance of interactive forms over co-active,

  internalization of activity, the appearance of humane attitudes in the group, and a higher

  level of group development (increased cohesion, etc.), which indicates that the

  schoolchildren have entered the integration phase. These processes are typical of the

  integration phase. At the same time, there is a possibility of establishing a higher level of

  group development with a pro social focus.

- Schoolchildren's personality characteristics (anxiety, type of response, social status,

  focus) in a simulated emergency had a mixed effect on their behavior. With interactive

  cooperation:

- the indicators of aggressive, apathetic and panicky responses decreased and indicators of

  optimum responses increased to a greater extent;

- the social status of classmates did not have a significant effect on the group's humane

  attitudes schoolchildren both helped and accepted help regardless of their place in the

  social structure;

- focus on the self-decreased, while focus on communication and action increased.

  However, anxiety was mainly an invariable characteristic of individuals in all groups for

  the duration of the experiment.

- Schoolchildren' individual characteristics (gender, age) have a specific effect on their

  behavior in a simulated emergency. Girls/young women in all age groups generally show

  interactive forms of behavior and compete for leadership in a simulated emergency to a

  lesser extent than boys/young men. Boys/young men are generally more active in coping

  with a simulated emergency; and young men are more inclined to help classmates than

  young women.

- Initiating interactive cooperation in a training program based on the team building

  principle not only promotes more effective action, but also a higher level of cohesion

  among the children themselves. In addition, the children's negative personality

  characteristics in a simulated emergency are corrected during this training."

  (Abramenkova, 431-433)

This research is in fact relevant to schools throughout our nation as well because it forces

our school systems to train and educate all individuals in hopes of achieving the goal of saving a

school community from harm. It is imperative school administration, as well as teaching staff,

school personnel and safety coordinators update their safety qualifications as well as establish

heavy emphasis on pedagogical methods in the classroom that can help students effectively

follow safe steps and take appropriate action during any harmful situation that may come as well

as take action without relying on guidance from their teacher. Emphasis on building group

cohesion will also benefit students as they learn to exercise team building training where students

may simulate emergency situations while building interaction and coordination among peers.

　　　Student safety is important as well as safety of school employees and how to protect

these individuals. Recognizing risk prevention and safety concerns is an important role for

administration as well as all employees across a school district. This includes teachers,

administrators, bus drivers, cafeteria and custodial workers, and contractors. It is easy to forget

that schools are also worksites. The mental and physical health of employees should be valued

and when this happens, it will benefit students' health and academics as well. When your staff

feels valued and is in a healthy environment, productivity increases and absences decrease. The

staff has the potential to be powerful role models for students. It does not take much thought to

think back in time and pick out the many role models that graciously walked the halls of

Marshall County School District that impacted my life. These employees have the ability to

promote active lifestyles, support healthy choices, help to manage stress and anxiety, as well as

avoid injury and exposure to hazards like mold and asbestos. Some administrations throughout

the United States conduct a comprehensive school employee wellness program. This program

includes benefits, policies, environmental support created to boost physical activity and help

health conditions employees may be experiencing. Often times, health insurance programs are

promoted to employees to maintain a healthy lifestyle by giving benefits to those insured.

Integrating health and safety education into training procedures and using health and

safety as an education resource can provide numerous benefits. This requires educators to shift

their content of teaching to align with safe practices and also the location that the teaching is

being carried out. A "whole-school approach" to Occupational Safety and Health would help

combine education and managing safety and health in schools. By participating in a whole

school approach, educators feel a sense of ownership over school safety management. By

providing educators with practical skills and educating them on occupational safety and health

standards, it will improve ability to provide safety and risk education to students. In turn, this

will improve student's ability to identify hazards and develop solutions, which will provide a

sense of ownership over safety regulations and rules throughout the facility. In establishing a

whole school approach to safety, schools will improve learning environments, which then

provide a positive impact on education as an entirety. In order for the whole school approach to

be beneficial, the leadership needs to be very strong. The principals, and all those in authoritative

positions, should be committed to making safety and health a priority for employees as well as

students. Safety and health will never take affect if the school system is not strong or tolerates a

poor atmosphere for their staff. The idea of the whole-school approach stems from the European

Agency for Safety and Health at work. Research was conducted to report the effects of utilizing

the whole school approach to OSH and education. The research conducted in Europe provides a

wonderful outline and guide in implementing whole-school approach in the United States. The

research conducted in Europe provided documented records on many different factors that

contributed to the success of whole school approach. Some of these successes tell the readers,

that the faculty would need to outsource some of the training to provide external support and

guidance in the school. Implementing occupational safety and health in schools will only benefit

schools and those inside. Because schools and educators already have a large load and high

demands to meet, it will be an education culture change to combine whole school approach into

the education realm. The education would cover concepts such as health, safety, social aspects,

and well-being to all ages. If executed correctly, the whole school approach can bring together

management, schools, community, and partnership with students and parents. The community

and parents will feel like they are contributing to providing a safe and healthy environment for

adults, children and youth to learn while improving staff and student health and safety. Whole

school approach to OSH also improves the environment for learning. Some of the simple

improvements included in the several case studies conducted include, new ergonomic desks,

printers that will improve indoor air quality as well as reduce noise output, and newly designed

computer workshops that promote ergonomics and avoid musculoskeletal as well as eye strain.

Accidents and injuries were reduced; improvements in education on safety and health were

achieved, and students were more willing to follow safety guidelines. Much of the success linked

to the research conducted in Europe is credited to the staff, educators, students and parents. The

key to a good safety culture is a good attitude. When individuals have a positive outlook towards

safety and health, the environment is proven to be a good safety culture.

Throughout our nation, there is a large variety of ways that schools practice safety

techniques and procedures to protect students, faculty, and staff. The majority of schools practice

safety by locking and monitoring entry and exit points of the facility. This practice helps to limit

or control access to campus. But many schools have taken precautions further than limiting

access. The use of metal detectors and security cameras are a common part of a school day for

many students and faculty members. Marshall County school systems installed metal detectors in

2018 after innocent lives were victimized and killed in the shooting that took place on January

23, 2018. Every person that enters the school facility must wear badges or have a picture ID, as

well as place all items through a metal detector and walk through the detector to monitor for any

weapon, drugs, or inappropriate item that may be brought into the facility. The high school has

undergone renovations to make access to certain areas restricted to guest and visitors of the

school. As recently as 2012, any person could walk into the front door of the high school and
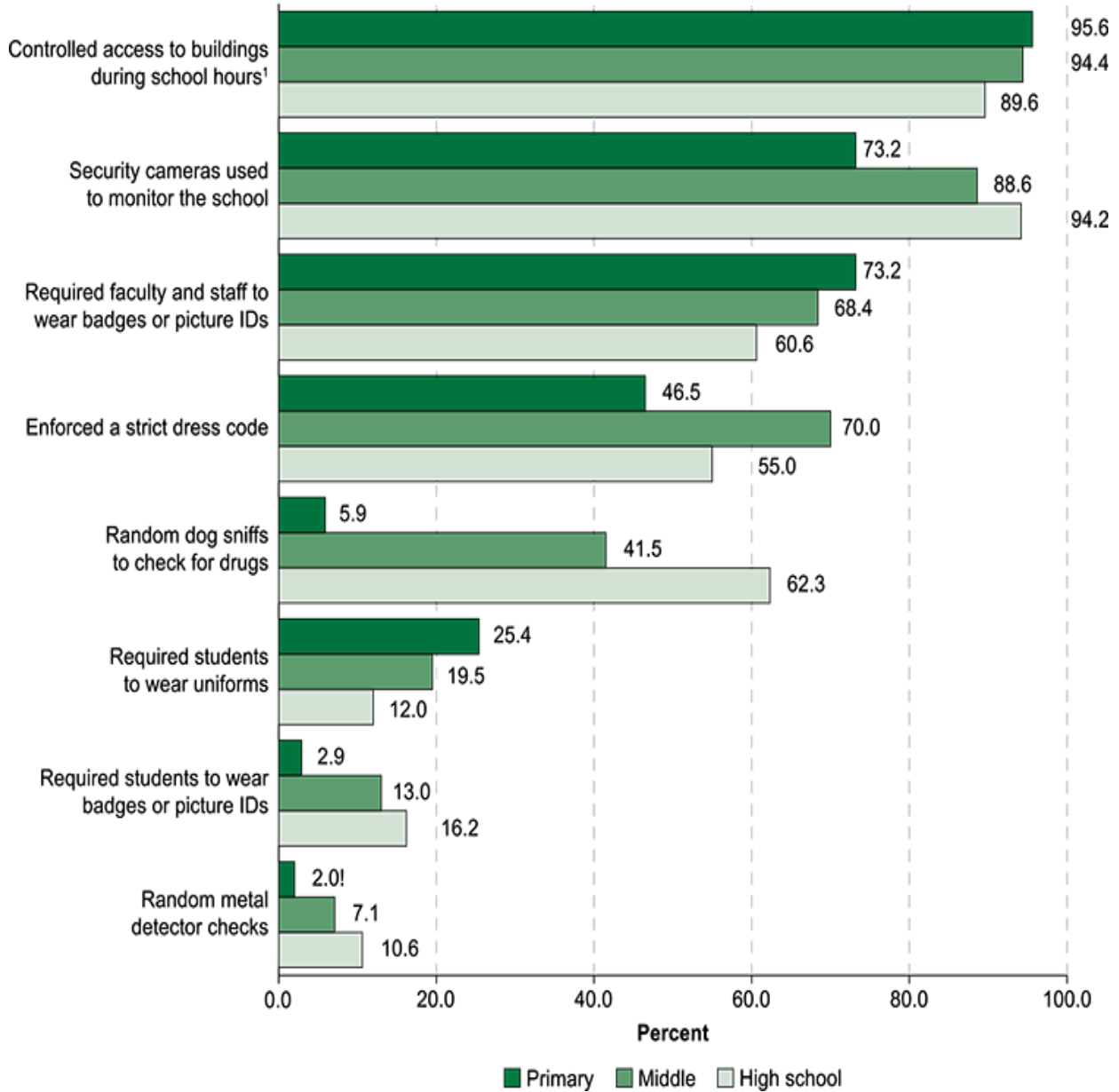
have full access to any part of the building. It was not until recent years the safety and security

measures within the facility had been updated and taken seriously. Therefore, 2018 brought

many changes and update to the local school districts safety policy. Trent Lovett, superintendent

of Marshall County High School, asked students what administration could do to make students

feel safe when they returned to school after that fateful day of January 23rd. The immediate

answer, check our backpacks! Every backpack was checked and every student was wanded for

the remainder of the school year. Over the course of the summer break, a safety committee

gathered and decided to ban backpacks from Marshall County High School and middle schools.

More resource officers were hired to cover more schools. School resource officers are everyday

staff members on property at all times. The presence of school resource officers has become an

important part of protecting students and staff while on school campus. The two county middle

schools have resource officers on site as well. These officers help perform metal detector

inspections, monitor inside and outside of the facility, assist in investigations, promote a safe

environment, as well as build relationships with students and faculty. School resource officers

are a wealth of knowledge. These officers will be able to collaborate with mental health

professionals and administration to make policy-making teams to improve environmental safety

and facilities management, school safety policies, and emergency response preparedness. The

resource officers throughout the United States have even taken their duties a step further and

integrated their education into students' education. Examples of ways officers have done this is

by conducting law related education sessions within the classroom and problem solving with

students or faculty members. Table four below shows safety and security measures in place in

public schools in 2015-2016.

Table 4

Percentage of public schools that used selected safety and security measures, by school level:

School year 2015–16

Safety and security measure

Controlled access to buildings during school hours[1]
- Primary: 95.6
- Middle: 94.4
- High school: 89.6

Security cameras used to monitor the school
- Primary: 73.2
- Middle: 88.6
- High school: 94.2

Required faculty and staff to wear badges or picture IDs
- Primary: 73.2
- Middle: 68.4
- High school: 60.6

Enforced a strict dress code
- Primary: 46.5
- Middle: 70.0
- High school: 55.0

Random dog sniffs to check for drugs
- Primary: 5.9
- Middle: 41.5
- High school: 62.3

Required students to wear uniforms
- Primary: 25.4
- Middle: 19.5
- High school: 12.0

Required students to wear badges or picture IDs
- Primary: 2.9
- Middle: 13.0
- High school: 16.2

Random metal detector checks
- Primary: 2.0!
- Middle: 7.1
- High school: 10.6

Percent

Primary   Middle   High school

The above statistics were provided by the national center for education and statistics and

were based on public schools in the United States for the 2015-2016 school year. Table four

show that in the 2015-2016 school year, 95.6 percent of primary schools had controlled access to

buildings during school hours. 94.4 percent of middle schools have controlled access to buildings

during school hours. 89.6 percent of high schools had controlled access to buildings during their

school hours. 73.2 perfect of primary schools in 2015-2016 used security cameras to monitor the

school. In middle school, this was 88.6 percent. In high school, cameras and monitors were used

94.2 percent of the time, all of these averages were during school hours. 73.2 percent of primary

schools required a faculty and staff to wear badges or photo ID's while at the facility. In middle

school, this was enforced 68.4 percent. On a high school level, this average 60.6 percent of the

time. Another safety and security measure that was reported was enforcing a strict dress code.

46.5 percent of primary schools followed this safety measure. For middle schools, 70 percent

followed strict dress code. For high school students, 55 percent of public schools enforced a

strict dress code. Another safety and security measure from 2015-2016 report random dog sniffs

to check for drugs happened in 5.9 percent of primary schools. This average percentage jumps in

middle school where 41.5 percent of public schools were checked for drugs by canines. A

significant percentage jump happened when it was reported random dog sniffs for drugs in high

school was performed, which averaged a 62.3 percent of the time. The next safety and security

measure that was reported for 2015-2016 was requiring students to wear uniforms. 25.4 percent

of primary public schools required school uniforms. This percentage drops to 19.5 percent in

middle school. Then for high schools, 12 percent of public schools had to wear school uniforms.

2.9 percent of primary schools in 2015-2016 reported requiring students to wear badges or

picture identifications. In public middle schools, 13 percent were required to wear ID's or

badges. The percentages increased to 16.2 percent for public high schools required to wears

badges or identification. The last safety and security measure reported was random metal

detector checks. In primary schools, 2 percent (with possible variation) underwent metal detector

checks. In middle schools, 7.1 percent experienced random metal detector checks. In high

school, still a relatively low percentage of 10.6 percent were required to participate in random

metal detector checks.

It is imperative that we keep in mind, in the effort to make each school's climate better;

safety and learning are not to be separate endeavors. The National Association of Elementary

School Principals released an article that cautions against fast and potentially harmful solutions

for school safety. An example of this would be, arming school personnel. It is important to urge

policy leaders to stand behind set guidelines for each school to enact policies that will help

schools to educate and safeguard students and staff over a long period of time. Developing safe

welcoming and orderly environments for education is vital to teaching and preparing youth of all

ages to reach their full potential. Working alongside Administration, Congress, and state and

local policy to make policies based on school climate and safety, mental health, and leadership

will benefit schools tremendously. The National Association of Elementary School Principals

shared best practices for creating safe and successful schools. These practices include:

- Fully integrate learning supports (e.g., behavioral, mental health, and social services),

  instruction, and school management within a comprehensive, cohesive approach that

  facilitates multidisciplinary collaboration.

- Implement multi-tiered systems of support (MTSS) that encompass prevention, wellness

  promotion, and interventions that increase with intensity based on student need, and that

  promote close school– community collaboration.

- Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.

- Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.

- Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.

- Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.

- Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.

- Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

(Cowan, 1-2).

Mental health cannot be left out when discussing education and safety. Mental health is developed early in life and educators play a large role in providing students with positive mental health experiences throughout their schooling. Making access to school-based mental health services and support has been proven to improve students' physical and psychological safety, academic performance, and social-emotional learning (Cowan, 6). Supporting mental health in students improves their behavior, the overall climate of the school, adult and student relationship, as well as academic success will increase.

- Research has shown that school mental health services are integral to student success because mental health directly affects the development and learning of children and adolescents (Fleming et al., 2005; Welsh, Parke, Widaman, & O'Neil, 2001).

- School mental health services have been found to improve aspects of the school climate; reduce special education referrals (Bruns, Walrath, Glass-Siegel, & Weist, 2004); and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Shonkoff & Phillips, 2000).

Because mental health is so important in a school setting, it is necessary to have appropriate staffing of mental health professionals. High quality, effective and appropriate mental health professionals are a necessity for school staffing. All faculties should undergo training on mental health to educate and prepare them for helping students. Mental health services should be properly infused into the learning environment. Improving the access students have to mental

health professionals allows for more collaboration with community providers to meet the needs

of intense or clinical needs of students.

• Results from nearly five hundred studies support the importance of having qualified

professionals in schools: The impact of promotion and prevention interventions is at least two to

three times higher when programs are implemented by qualified personnel who have expert

knowledge of the relevant issues (Durlak & Dupre, 2008).

• School staff rate the services provided by school psychologists as very important, including

assessment, special education input, consultation, counseling, crisis intervention, and behavior

management (Watkins, Crosby, & Pearson, 2007).

Schools also have the opportunity to work collectively with school counselors, school

psychologists, and school social workers. Each of these professions offer individual skills that

build on one another and can benefit students in a better more efficient way. The National

Association of Elementary Principals gives a list of services these professions can achieve when

they can work collectively. This includes:

- Collecting, analyzing, and interpreting school-level data to improve availability and
  effectiveness of mental services;

- Designing and implementing interventions to meet the behavioral and mental health
  needs of students

- Promoting early intervention services

- Providing individual and group counseling

- Providing staff development related to positive discipline, behavior, and mental health
  (including mental health first aid);

- Providing risk and threat assessments

- Supporting teachers through consultation and collaboration

- Coordinating with community service providers and integrating intensive interventions into the schooling process

(Cowan, 7)

It is important to realize school safety is not something that can be prevented completely with policies and procedures set in place. There is not a magic plan to create safe and successful schools. The ultimate goal is to be the most effective school possible for each facility. By taking the resources and resources already set into place, and building on those procedures, safety and security will grow. Each facility is full of students, faculty, and communities that are unique and each have specific needs. Tailoring policy and procedures to these needs will create a safe environment for the individuals it is intended for. Creating a universal mandate for safety procedures is unattainable because of the uniquely different needs each facility has.

Implementation and changes that take place requires commitment. School districts have a huge responsibility in keeping their district safe. Efforts to improve and make changes should not be abandoned if goals are not quickly established. As facilities grow and change, so will policies and procedures. Diligence and commitment to safety are what will help maintain a safe environment for education. Safety is vital to each student's well-being and education. Students who do not feel supported or safe at school, cannot learn at their fullest potential. Research has shown that the availability of caring adults at school and the fair and consistent enforcement of school discipline are associated with less bullying and victimization (Gregory et al., 2010). Supporting both physical and psychological safety can be by establishing a trust among staff, students, and families as well as creating an environment for students to feel comfortable enough

to report any safety concerns that will arise. It is vital to support student's psychological safety,

which then will help with resilience and ability to cope with a crisis.

Community involvement can have a lasting impact on the betterment of schools. In 2018,

the State of School Safety Report demonstrated a lack of communication and understanding

when it came to school safety among parents, students, and educators. The Safe and Sound

Schools organization have recognized this problem and have formed ideas for parents to be more

involved. First is to form a parent safety team within the school community. This can be a time

that parents can talk to administrators and safety leaders and help contribute to programs and

provide resources for promoting a safe environment and community. Another idea for parents

would be to conduct a survey within community. This would help to recognize what concerns the

community has as well as what assets already are in place. Becoming involved in the community

and speaking out to promote safety can lead to many opportunities and ways to grow as a

community and school. There may be connections within the community that can help advance

safety culture and community awareness. Another example given by the Safe and Sound School

group includes, fundraise for safety. In order for schools to provide the best safety culture, it

requires much funding. Spreading awareness to the financial need for a change for school safety

is something a community can rally behind. Whether a friend, family member, neighbor, or

business, knowing they are supporting a much-needed cause will benefit all parties involved.

Some examples of ideas that have been known to help fundraise include but are not limited to,

collection drives, GoFundMe page, selling tickets to a talent show, or silent auctions. Another

way for the community to get involved in safety culture is organizing volunteers. Volunteer

programs at schools can be designed to have more trusted adults within the school to help with

arrival, dismissal, or lunch time. Many schools take trusted volunteers that have completed a

criminal offender record information check before entering the building. Another way to get

community into a safety mindset is to establish a tip reporting system. Giving students, staff,

teachers, and administration a safe way to report safety concerns anonymously will hopefully

increase the likelihood of stopping a security threat before it starts. Parents should want to have a

seat at the table and play an active positive role in ensuring safety for their children and all

students. (Safe and Sound Schools, 2018). Having financial assistance and volunteers within the

community is an important resource to implement and sustain the policies that will truly make

children and schools safe. "Establishing ongoing, trusting relationships reduces gaps in services;

limits confusion and wasted resources; improves emergency planning, preparedness, and

response; supports family engagement; and improves student outcomes." (NASP, 2). The well-

being and safety of student's is improved when coordination between mental health agencies,

law enforcement, communities, schools and juvenile justice systems are all partners and

supporting schools and students.

  While there is a large amount of information linked to school safety and the validity of it,

research shows the importance and the need for it. We see how safety in schools has developed

throughout the past several years. We have identified the responsibility and the duty to protect

students within schools. It is a responsibility to provide a safe environment for learning. From

this research, we should be able to gather enough information to implement a safe environment

as well as equip administration with resources and ideas to improve their safety culture. Safety

advancements throughout the past several decades in the United States has helped to save many

lives throughout the Nation as well as throughout the entire world.

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