

#AQuESTT16



...of school safety



Jolene Palmer Ph.D.

BROADER.BOLDER.BETTER.



LB 923 (2014) — *now* §79-2,144

- School Safety Standards
- Security Assessment
- School Security Deficiencies
- Safety and Security Plans



Safety and Security Standards

Adopted: June 3, 2016

#AQuESTT16

Mission areas . . .

Prevention:

Aimed at preventing incidents

Preparedness:

Targeted at limiting incident casualties, destruction, and chaos

Response:

Intended planning to respond to an incident

Recovery:

Designed actions to return the climate and environment to pre-incident conditions

Security Assessment

2016/2017

COLLECT DATA

all buildings

Step 1

Safety committee/team –

completes self-assessment

... find it on the school safety page of the NDE website



Save a headache.....

Paper first....

....then electronically

Step 2

After completion of self-assessment.....



Notify: jolene.palmer@nebraska.gov

Step 3

NDE Security Assessor contacts...

- Point of Contact listed on Self-Assessment
- Schedules a site visit ...
- Provides address
where to send plan



School sends all-hazards plan to NDE Security Assessor
-- at least 2 weeks prior to site visit

Step 4 . . . School Visit

- 8:00 Observation
- 8:15 Meet with safety team
- 9:45 Meet with maintenance staff
- 10:00 Meet with SRO (if applicable)
- 10:15 Talk with secretary (ies) in front office
- 10:45 Meet with Superintendent and/or Principal
- 11:30 Walk around school/random visits with staff and students
- 2:45 Exit Report with Superintendent and/or Principal and safety committee/team (if available).
- 3:00 Visit concludes

Safety & Security Process

Collect data
via security
assessments

2016-
2018

Analyze
data

Oct
2018

Determine
plan for
training,
support,
and
financial
needs

Nov/
Dec
2018

Provide
training and
support

(All-Hazard Plans,
Vulnerability &
Security procedures,
& Data gaps from
security assessment)

Begin
Jan
2019

Develop
school
capacity

Begin
Jan
2019

Statewide Standard Response Protocol



clear language & actions

specific

Supplement

consistent

enhances crisis response

simple



replacement

4 ACTIONS



Lockout



Lockdown



Evacuate



Shelter

www.iloveyouguys.org

SRP Training (scheduled to date . . .)

- ESU #3 Oct. 12 & Mar. 7
- ESU #10 Feb. 7
- ESU #11 Aug. 31



Who attends SRP Training?

- Principal
- School Safety Committee/Team
- Police Representative
- Fire & Rescue Representative



Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Best strategies for School Safety

- Strong relationships with students
- Positive school culture
- Solid threat assessment process



Why relationships?

➤ **85%** of all shooters in middle & high schools
...**were students** (FBI, 2015)

Two things we know.....

1. They were **disconnected** from schools.
2. They **always told** someone.

Relationships....

- Promote *emotional connections*
- Sustain over *time*
- Have *meaning*
- Create *memories & expectations*

... are different from interactions.

What does your school do
to ***assess relationships***
between staff
and students?



Follow us on



@NDESchoolSafety



NDE School Safety

#AQuESTT16



Jolene Palmer

402-471-2944

jolene.palmer@nebraska.gov





Works Cited

- Aizer, A. (2008). Neighborhood violence and urban youth. National Bureau of Economic Research Cambridge, Mass., USA.
- Arum, R. (2003). Judging school discipline: The crisis of moral authority. Harvard University Press: Cambridge, MA.
- Carrell, S. E. & Hoekstra, M. L. (2010). Externalities in the classroom: How children exposed to domestic violence affect everyone's kids. *American Economic Journal: Applied Economics*, 2(1), 211-228.
- Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter? *Educational Researcher*, 39(1), 7-15.
- Delaney-Black, V., Covington, C., Ondersma, S., Nordstrom-Klee, B., Templin, T., & Ager, J. (2002). Violence exposure, trauma, and IQ/reading deficits among urban children. *Archives of Pediatrics and Adolescent Medicine*, 156, 280–285.
- Gibson, C., Morris, S., & Beaver, K. (2009). Secondary exposure to violence during childhood and adolescence: Does neighborhood context matter? *Justice Quarterly*, 26(1), 30-57.
- Henrich, C. C., Schwab-Stone, M., Fanti, K., Jones, S. M., and Ruchkin, V. (2004). The association of community violence exposure with middle-school achievement: A prospective study. *Applied Developmental Psychology*, 25, 327-348.
- Lacoe, J. (2012, March 2). Too Scared to Learn? The Academic Consequences of Feeling Unsafe at School. New York, NY: Robert F. Wagner Graduate School of Public Service.
- Maslow, A. H. (1970). *Motivation and personality*. Harper & Row, Publishers Inc.: New York, NY.
- Piaget, J. (1936). *The origins of intelligence in children*. Translated by Margaret Cook. International Universities Press, New York. 1952.
- Ripski, M. B. & Gregory, A. (2009). Unfair, unsafe, and unwelcome: Do high school students' perceptions of unfairness, hostility, and victimization in school predict engagement and achievement? *Journal of School Violence*, 8(4), 355-375,
- Sharkey, P. (2009). The acute effect of local homicides on children's cognitive performance.