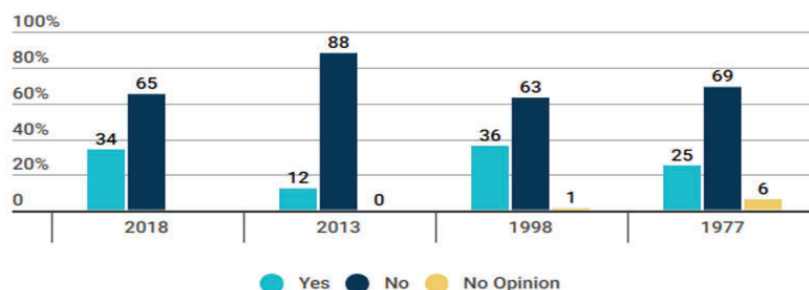# School Safety from the School and Parent Point of View

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One-Third of Parents Fear for Their Child's Safety at School

The share of parents who fear for their child's physical safety at school is higher in 2018—in the wake of two mass shootings in high schools—than it was in the 2013 poll, which was conducted after 26 people were killed at an elementary school in Newtown, Conn.

Legend: ● Yes ● No ● No Opinion

Year	Yes	No	No Opinion
2018	34	65	—
2013	12	88	0
1998	36	63	1
1977	25	69	6

Note: For 2018, the "no opinion" results were less than 0.5%.

Education Week, July 17, 2018

Home / Texas Schools / Safe and Healthy Schools

Chapter 37-Safe Schools

The Texas Education Code (TEC), Chapter 37 establishes the statutes related to student discipline, law and order in public schools. Individual school districts write and enforce student disciplinary policies that comply with the statutes.

The TEA Chapter 37 - Discipline; Law and Order Unit

TEA's Chapter 37 - Discipline, Law, and Order unit has the following responsibilities for Texas schools:

- Provides leadership to school districts with information needed to create local disciplinary policies in line with Chapter 37 of the Texas Education Code (TEC).
- Provides a central point of contact within TEA for agency staff, parents, students, public and private agencies, and others seeking clarification concerning discipline, law and order under the Texas Education Code.
- Provides assistance in recording PEIMS 425 Records Data from all school districts relating to disciplinary actions required by TEC Chapter 37 and Federal Law.
- Works with the Texas Juvenile Justice Department and other agencies on school safety.

Discipline Resources

The following reports and links are available resources on school discipline:
- Discipline Data Products can be downloaded. They are divided into Discipline reports and Assessment reports for students in discipline settings.
- Discipline Decisions provides a link to Student Code of Conduct and information on Mandatory DAEP Placement and Mandatory Expulsion.
- Meal Access for In-School Suspension (ISS) Students provides information and answers questions concerning access to food service.
- Texas School Safety Center serves as a central location for school safety information.
- Safe Schools Resources provides even more helpful information.

Safe and Healthy Schools

Chapter 37 - Safe Schools

Child Abuse Prevention Overview

Coordinated School Health

Human Trafficking

Physical Fitness Assessment Initiative

Pregnancy Related Services

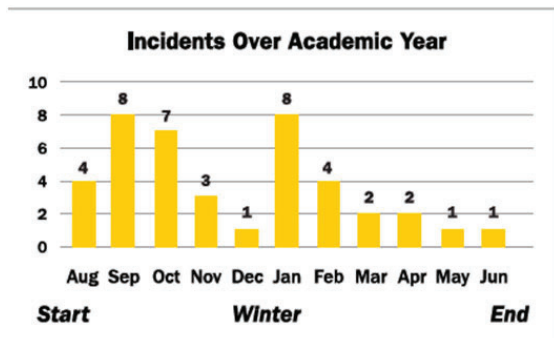Restorative Discipline Practices in Texas

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Key Findings from the Safe School Initiative (2002)

- Incidents of targeted violence at school rarely were sudden or impulsive acts.

- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.

- Most attackers did not threaten their targets directly prior to advancing the attack.

- There is no accurate or useful "profile" of students who engaged in targeted school violence.

- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.

- Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide.

- Many attackers felt bullied, persecuted, or injured by others prior to the attack.

- Most attackers had access to and had used weapons prior to the attack.

- Most attackers demonstrated some interest in violence, through movies, video games, books, or other media.

- Most attackers had no history of prior violent or criminal behavior.

- In many cases, other students were involved in some capacity.

- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention.
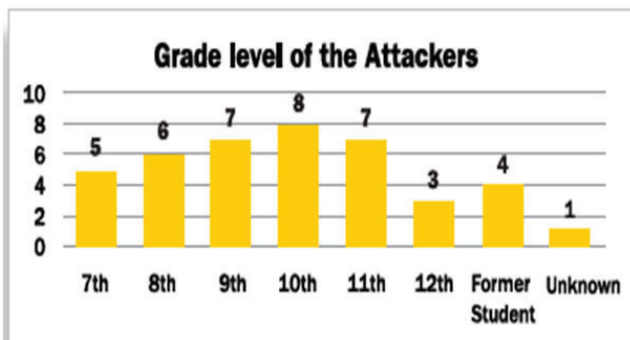
PROTECTING AMERICA'S SCHOOLS: A U.S. SECRET SERVICE ANALYSIS OF TARGETED SCHOOL VIOLENCE (2019)- Key Findings

• There is no profile of a student attacker, nor is there a profile for the type of school that has been targeted:

• Attackers usually had multiple motives, the most common involving a grievance with classmates.

• Most attackers used firearms, and firearms were most often acquired from the home.

• Most attackers had experienced psychological, behavioral, or developmental symptoms.

• Half of the attackers had interests in violent topics.

• All attackers experienced social stressors involving their relationships with peers and/or romantic partners.

• Nearly every attacker experienced negative home life factors.

• Most attackers were victims of bullying, which was often observed by others.

• Most attackers had a history of school disciplinary actions, and many had prior contact with law enforcement.

• All attackers exhibited concerning behaviors. Most elicited concern from others, and most communicated their intent to attack.

Incidents Over Academic Year

Month	Incidents
Aug	4
Sep	8
Oct	7
Nov	3
Dec	1
Jan	8
Feb	4
Mar	2
Apr	2
May	1
Jun	1

Start — Winter — End

Grade level of the Attackers

Grade	Count
7th	5
8th	6
9th	7
10th	8
11th	7
12th	3
Former Student	4
Unknown	1

Race		
White	26	63%
Black/African American	6	15%
Hispanic	2	5%
American Indian or Alaska Native	1	2%
Two or More Races	4	10%
Undetermined	2	5%

Categories consistent with the U.S. Department of Education guidance on the collection & Reporting of racial & ethnic data. (72 Fed. Reg. 59267 Pub. Oct 2002.)

Timing of the Attacks

Before School	10 (24%)
Morning Classroom Hours	20 (51%)
During Lunch	3 (7%)
Afternoon Classroom Hours	6 (15%)
Outside School Hours	1 (2%)

Source: *PROTECTING AMERICA'S SCHOOLS A U.S. SECRET SERVICE ANALYSIS OF TARGETED SCHOOL VIOLENCE 2019*

Title search: School Safety from the School and Parent Point of View

Also available as part of the eCourse
[Hooked on CLE: May 2020](#)

First appeared as part of the conference materials for the
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