

PROJECT SAVE
(Safe Schools Against Violence in Education)
CANAJOHARIE CENTRAL SCHOOL
DISTRICT – WIDE
SCHOOL SAFETY PLAN
Commissioner's Regulation 155.17

Adopted: May 24, 2001
Revised: August 14, 2006
Revised: February, 2013
Revised: September 2019

INTRODUCTION

Error! Bookmark not defined.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES	4
A.PURPOSE	4
B.IDENTIFICATION OF SCHOOL TEAMS	4
C.CONCEPT OF OPERATIONS	5
D.PLAN REVIEW AND PUBLIC COMMENT	5
SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES	6
A.PREVENTION/INTERVENTION STRATEGIES	6
B.EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR	7
C.HAZARD IDENTIFICATION	8
SECTION III: RESPONSE	9
A.NOTIFICATION AND ACTIVATION	9
B.SITUATIONAL RESPONSES	9
SECTION IV: RECOVERY	12
A.DISTRICT SUPPORT FOR BUILDING	12
B.DISASTER MENTAL HEALTH SERVICES	12
APPENDICES	13
APPENDIX 1: LISTING OF ALL SCHOOL BUILDINGS COVERED BY THE DISTRICT-WIDE SCHOOL SAFETY PLAN	13
APPENDIX 2: POLICIES AND PROCEDURES FOR WORKING WITH THE MEDIA	14
APPENDIX 3: PARENT NOTIFICATION LETTER	15
APPENDIX 4: STUDENT/PARENT CONTACT INFORMATION	16
APPENDIX 5: NEW YORK BROCHURE: "PROTECT YOUR CHILD FROM VIOLENCE"	17
APPENDIX 6: SED BOMB THREAT/SERIOUS INCIDENT REPORT FORM	18

INTRODUCTION

The Safe Schools Against Violence in Education (SAVE) Act was passed by the New York State Legislature and signed into law in 2000. School districts were required to design a district-wide plan to outline the potential threats to the district and response action the district would take in the event an emergency or violent incident. Our district-wide plan was developed and submitted in 2001 per SED requirements. The plan was updated in 2006 and due to recent national events, we revised and enhanced our plan in 2013. The current revision is to update items and procedures.

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. The District-wide school safety plan is designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. Project Save is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Hamilton-Fulton-Montgomery BOCES, in coordination with the Canajoharie Central School District, supports the SAVE Legislation and will be a partner in the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations And Planning Guidelines

A. PURPOSE

The Canajoharie Central District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Canajoharie Central School District Board of Education, the Superintendent of the Canajoharie Central School District appointed a District-wide School Safety Team and charged it them with the development and maintenance of the District-wide School Safety Plan. The district wide plan was updated as of January 2013 and August 2019.

B. IDENTIFICATION OF SCHOOL TEAMS

The Canajoharie Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

<i>Representing</i>
School Board Representative
Administration
Facilities Operation
Instructional Representative
Student Representative
Transportation
Community Member/Parent
School Safety Personnel, Administration
Law Enforcement – School Resource Officer (SRO)
Crisis Response
Medical

C. CONCEPT OF OPERATIONS

- The District-wide School Safety Plan shall be directly linked to the building-level emergency response plans. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of the Building-level Emergency Response Plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be the Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County and State resources through existing protocols.

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan has been reviewed as of August 2019.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review occurred in February of 2013 and August of 2019. Building-level Emergency Response Plans will be supplied to local police, the Sheriff's department and the State Police within 30 days of the update in a manner prescribed by the Commissioner of Education.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

- Social emotional learning: Conscious Discipline, MS 2.1, HS STAR, Restorative Justice

- Character Education
- Agency consultation provided in schools
- Scheduled emergency drills

Training, Drills, and Exercises

Three levels of annual multi-hazard school training will be considered in this plan:

- responder training for members of the Incident Response and Post-Incident Response teams conducted by response agencies and/or the BOCES HSRM staff;
- general staff awareness training conducted during a Superintendent’s Conference Day or faculty meeting and;
- general student awareness training of emergency response procedures conducted by building staff (i.e. lockdown drills).

Each year the District-Wide School Safety Team will consider appropriate training for each of the groups listed above.

- Lockout and Lockdown drills are conducted throughout the school year.
- Evacuation drills will be planned with at least a tabletop exercise per year.
- Different types of tabletop exercises will be discussed at the district meetings.
- After each drill we have building level meetings to discuss the drill and report to the District team as well.

Safety Response

School staff is trained to be vigilant pertaining to threats against students and staff (i.e. bullying). The district continues to promote a culture of respect for the students and staff through the Dignity Act recently enacted in New York State.

Security Devices

- Surveillance cameras placed on buses.
 - Cameras with DVR storage are placed at strategic various locations on campus.
- ✓ 2018 Revision: To enhance security, additional security cameras will be installed. We will also upgrade the camera DVR system to maximize usage.
- Faculty and staff use a photo ID based card access system to access building entries for upgraded and additional card reader access enabled doors added.
- ✓ 2013 Revision: As part of enhanced security measures the district will implement a photo ID based card reader system. Additional card reader access points will be installed. The upgraded system will be under the supervision of the Superintendent of Buildings and Grounds.

- Visitors will be issued a badge using an electronic identification system and be required to sign in and sign out of buildings.
- The Raptor security online system has been installed in each building for all visitors during the school day.
- During the school day there is a single point of entry into the buildings. One entry point for everyone, all doors are locked during the school day.

Vital Educational Agency Information

Additional Education locations within the district boundaries are listed below:

<i>Educational Organization</i>	<i>Location</i>
Faith Bible Academy	Crosby Road
Amish School	Darrow Road
Amish School	Blaine Road
Amish School	Rt 163
Wee Care Day Care	Palatine Bridge
Little Friends	Robinson Street

B. Early Detection of Potentially Violent Behavior

Strategies for improving communication among students and between students and staff along with reporting of potentially violent incidents, such as the establishment of:

- Staff to attend a violence prevention and intervention course that addresses early signs of potentially violent students. The school district SRO will conduct training for all faculty, staff and students grades 6-12 in A.L.I.C.E.
- Newsletters and pamphlets to parent/guardians with articles addressing bullying, conflict resolution and other issues, included are important contact numbers to address concerns.

C. Hazard Identification

The table below identifies sites of potential emergency (including their location), as well as the potential internal or external hazards or emergency situations identified at those sites. The list of sites of potential emergency may include: school buildings and school grounds; properties adjacent to schools; areas adjacent to bus runs and off-site field trips; as well as other potential community hazards that the district’s planning team chooses to identify.

- The NYS Emergency Management Office rated the top hazards in Montgomery County in the “Montgomery County Hazard Analysis Report:” Ratings were based on Potential Impact, Frequency, Hazard Duration, Cascade Effect, Onset, Recovery Time.

Location of Potential Sites

<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>
Railroad	External
NYS Thruway / Rt. 5, Rt. 5s	External
Mohawk River / NYS Barge Canal	External
School Heating System (Gas Pipeline)	Internal
School Bus	External
Athletic Fields, Playgrounds and Play Area	External/Internal
Field Trips	External
Fort Plain Agway	External
Richardson Brand Company	External

Hazard Assessment (external hazards are county wide)

Type	Predictability	Approx. Frequency	Warning Time	Seriousness	Possible Responses
Intruder	1	5	1	3,5	3
Bomb Threat	1	5	1	5	3,4
Hazmat	1	2	1	4	4,7
High Winds	3	2	2	5	1,3
Bus Accident	1	5	1	3	7
Winter Storm	5	1	4	5	6

- Predictability: 1) unpredictable through 5) very predictable
 Frequency: 1) more than once/year; 2) annually; 3) every 2-3 years; 4) every 5-10 years; 5) rarely
 Warning Time: 1) none; 2) minutes; 3) hours; 4) days; 5) exact likely dates known
 Seriousness: 1) disaster (entire community w/casualties); 2) disaster (entire school w/casualties); 3) emergency (affects one or more individuals w/casualties); 4) emergency (entire community no casualties); 5) emergency (entire school no casualties)
 Possible Responses: 1) Drop, Cover and Hold; 2) Drop Flat/Gunfire; 3) Lockdown; 4) Evacuation; 5) Reverse Evacuation; 6) Early Dismissal; 7) external emergency response

Section III: Response

A. Notification and Activation

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

A system for informing all educational agencies within a school district of a disaster.

- Educational agencies within the Canajoharie Central School District (non-public schools, registered daycare centers, etc.) will be contacted in an emergency via telephone. If telephone contact is not possible, a contact person will be sent to the school if possible.

Procedures to contact parents, guardians or persons in parental relation to the student’s in the event of a violent incident or an early dismissal.

- Parents/Guardians will be contacted via School Messenger automatically by the school district. In some cases, the public/parents may also be notified via media outlets.

B. Situational Responses

Responses to Acts of Violence: Implied or Direct Threats

The district uses emergency information folders in each room for important directional information when a response action is needed.

Acts of Violence

This issue is addressed in the Code of Conduct. The district uses emergency information folders in each room for important directional information when a response action is needed.

Response Protocols

We have incorporated the new homeland security guidelines into our plans. It establishes definitions of lockout, lockdown, sheltering, and evacuation. Our responses are based upon these guidelines. These guidelines are confidential and we respectfully will not submit them at this time.

Bomb Threats

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Canajoharie Central School. We use the NYS Police guidelines to bomb threats as protocol.

Hostage Taking

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Canajoharie Central School.

Intrusions

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Canajoharie Central School.

Kidnapping

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Canajoharie Central School.

Arrangements for Obtaining Emergency Assistance from Local Government

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

Arrangements for Obtaining Advice and Assistance from Local Government Officials

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.

- The person in charge (Incident Commander) will decide if the level of the incident warrants obtaining emergency assistance.

District Resources Available for Use in an Emergency

Building Resources	Both Schools have full working kitchen and serving areas
Transportation Resources	School buses, school vans, and maintenance vehicles
Personnel Resources	Staff with CPR/FA & AED training, bus drivers
Other Resources	Local Law Enforcement Personnel, SRO – School Resource Officer

Agencies authorized to Request Use of Resources:

Agency
County Emergency Management Office
Montgomery County Sheriff’s Office
NYS Police
Canajoharie Village V.F.D. / P.D.

School Cancellation

Superintendent of Schools or designee will announce the closing of school. Communication will be sent to all officials needed to proceed with the cancellation.

Early Dismissal

- 1) Preliminary Procedures:
 - a) An annual request is made of parents of K-12 students to notify the school district where their child should go in the event that they are not home during school hours. Drivers maintain a list for their information in the event of an emergency.
 - b) Drivers will be alerted and substitutes contacted by the Transportation Director as to the possibility of an early or emergency dismissal.
- 2) Dismissal Bus Students:
 - a) The district office will notify the Transportation Director of the decision to take pupils home.
 - b) The transportation director will notify drivers and required substitutes.
 - c) Bus pupils will remain in the classroom or other designated areas until buses are spotted.
 - d) Personnel will assume regular duties for bus dismissal.
 - e) The transportation director will remain at his station until all buses have completed their runs and returned. The transportation director will notify the main office when all runs have been completed. (Estimated length of longest run is ~1 hour 10 minutes)
- 3) Dismiss Walking Students:
 - a) Walking students will be dismissed via an announcement from the main office, after contacting persons in parental relations or emergency contact.

Evacuation (before, during and after school hours)

Procedures and guidelines are included in the building-level school safety plans for the Canajoharie Central School.

Sheltering Sites (internal and external)

Procedures and guidelines are included in the building-level school safety plans for the Canajoharie Central School.

Section IV: Recovery

A. District Support for Building

All the district's manpower and resources will be available to one of our sites that have endured an emergency. Mental health counseling, building security, and restoration will be items of primary focus. Response and recovery will be a district goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation, and continuation of the educational process. A post-incident response critique, the notes from the incident command team, and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

B. Disaster Mental Health Services

The district understands how an emergency can have a major effect on the well being of students, staff, and the community at large. The district will coordinate resources with County Mental Health Services and the Post-Incident Crisis Response Team.

APPENDICES

Appendix 1: Listing of all school buildings covered by the district-wide school safety plan

Building
Canajoharie Elementary School
Canajoharie Middle School
Canajoharie High School
Canajoharie Bus Garage

Appendix 2: Policies and Procedures for Working with the Media

Information

- Media interaction may be handled by: **Superintendent or Designee;**
- A law enforcement (SRO) / emergency response agency PIO; or
- Jointly, by both PIOs listed above,

Public Information Officer Information

- Incident Commander and PIO functions may be handled by two different persons.
- The School District PIO may work under, over, or in cooperation with law enforcement and emergency response agency PIOs.
- The PIO should set forth clear media guidelines and communicate these guidelines to the media in writing.
- The PIO should use a press release template for both a news conference script and/or a written press release.
- The PIO should receive information and forms from the Incident Commander and other key function personnel on a regular basis throughout the emergency event.

Student/Parent/Guardian Information

- Students, Parents, and Guardians should be mindful of the situation during an emergency event when approached by the media for an interview. Safety and security issues may be comprised.
- Students should not communicate with the media via cell phone or other type of communication when on campus during the following events:

Lockdown	Shelter in Place	Evacuation
Bomb/Biological Events	Acts of Violence	

Appendix 3: Parent Notification Letter

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan, which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. **DO NOT TELEPHONE THE SCHOOL.** Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students may be kept at school until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card that is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - a. They are 18 years of age or older.
 - b. They are usually home during the day.
 - c. They could walk to school, if necessary.
 - d. They are known to your child.
 - e. They are both aware and able to assume this responsibility.
3. Turn to your local radio station / television stations for emergency announcements. If students are to be kept at school, radio / television stations will be notified. List of stations provided on school website and school calendar.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card, you may be asked to provide proof of identification upon arrival in order for the school to release the student(s). During an extreme emergency, students will be released at designated reunion location(s). Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student(s) to remain at school until you or a designee arrives.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Appendix 4: Student/Parent Contact Information

CANAJOHARIE CENTRAL SCHOOL - STUDENT/PARENT/CONTACT INFORMATION

Homeroom: _____

*Student Name: _____ *Birthdate: _____ *Birthplace: _____
Student Name: _____ *Birthdate:* _____ *Birthplace:* _____

*Physical Address: _____ *Grade: _____ *Home Phone: _____
Physical Address: _____ *Grade:* _____ *Home Phone:* _____

*Mailing Address: _____ *Mailing Address:* _____

*Student Lives With: _____ *Student Lives With:* _____

*Contact Name: _____ *Home Phone: _____
Contact Name: _____ *Home Phone:* _____

*Address: _____ *Cell Phone: _____
Address: _____ *Cell Phone:* _____

*Employer: _____ *Work Phone: _____
Employer: _____ *Work Phone:* _____

Email: _____
Email: _____

*Relation to Student: _____
<i>Relation to Student:</i> _____
Receives Mailings Yes / No Please Circle One

*Contact Name: _____ *Home Phone: _____
Contact Name: _____ *Home Phone:* _____

*Address: _____ *Cell Phone: _____
Address: _____ *Cell Phone:* _____

*Employer: _____ *Work Phone: _____
Employer: _____ *Work Phone:* _____

Email: _____
Email: _____

*Relation to Student: _____
<i>Relation to Student:</i> _____
Receives Mailings Yes / No Please Circle One

Alternate person(s) to contact in the Event Parent is not Available:

Name: _____ Relationship: _____ *H: _____ *W: _____ *C: _____
Name: _____ Relationship: _____ H: _____ W: _____ C: _____

Alternate person(s) to contact in the Event Parent is not Available:

Name: _____ Relationship: _____ *H: _____ *W: _____ *C: _____
Name: _____ Relationship: _____ H: _____ W: _____ C: _____

Emergency School Closing Contact (one name only, please):

Name: _____ Relationship: _____ H: _____ W: _____ C: _____

*Doctor's Name: _____ *Phone: _____
Doctor's Name: _____ Phone: _____

*Date: _____

8552

Signature of Parent or Persons Responsible for Signing Excuses

Appendix 5: New York Brochure: “Protect Your Child From Violence”

Copies of the Lieutenant Governor’s Brochure “Protect Your Child From Violence, A Resource For Parents” will be distributed to staff, students, and parents as deemed appropriate by the Superintendent.

Taking Action

What can you do?

The following list offers some actions you may take to help your child.

- ▼ Listen carefully to your child. Talk with him or her about feelings as they relate to school, social events, other kids in class or the walk or ride to and from school so you will know about problems they may be having.
- ▼ If your child complains about bullying, take it seriously. Children are often afraid or ashamed to tell anyone that they have been picked on. Listen carefully to their complaints. Talking about a complaint that seems small may uncover bigger concerns.
- ▼ Watch your child's interactions with other children.
- ▼ Talk openly with your child's teachers about your concerns; attend parent/teacher conferences.
- ▼ Work with other parents and schools to make sure that the children in your neighborhood are supervised closely on the way to and from school. If they walk, make sure they take a safe route.
- ▼ Encourage your child to participate in supervised after-school activities.
- ▼ Volunteer in your child's school.
- ▼ Ask your school to teach children ways to solve problems peacefully. Request tips on how to help your child use these skills at home. Praise your child's efforts.
- ▼ Tell your child's teacher or other school official immediately if you think that your child is being bullied. Ask the school to plan with you to help your child safe.
- ▼ Find out how you will be told by the school if violent behaviors threaten your child's safety.
- ▼ Teach your child how to call 911 if there is an emergency.

What community resources may be available to you?

Here is a list of resources to help parents when a child shows signs of being a victim of violence or becoming violent. Your doctor, school social worker or religious leader can help you find the one that is right for you and your child.

- ▼ School staff - child's teacher, guidance counselor, social worker, psychologist, principal or assistant principal
- ▼ Other parents or guardians
- ▼ Family doctor
- ▼ Local mental health center
- ▼ Local social service agency
- ▼ Community organizations that offer services to children and their families
- ▼ Clergy and other religious leaders
- ▼ Police, if you feel someone involved is in immediate danger

Media Violence

The media can be a powerful influence in our lives and the lives of our children. The media provides wonderful advantages for children by playing an important role in prevention and education. We can and should take advantage of these resources. However, media violence in print (i.e., newspapers, magazines), on television, in movies, on the internet, in music and music videos, and in video games - can also lead children to behave violently. As a family, you can limit the impact that violence in the media has on your child.

- ▼ Limit how much TV your child watches alone. Keep TV sets out of your child's bedrooms. Watch TV together as a family when you can. Talk about the programs you watch together.
- ▼ Plan ahead what programs your child will watch. Make sure the content fits your child's age.
- ▼ Take advantage of the rating systems that provide guidance about the content of recorded music, music videos, TV programs, or movies.
- ▼ Watch TV news with your child and talk about what (s)he thinks about the news stories. Your child's age, personality, and personal experiences should guide how much and what news (s)he watches. Tell your child that you are there to keep him or her safe.
- ▼ Consider using monitoring tools for TV (like the V-Chip, a new device that allows you to block TV programs that you might consider inappropriate) and the Internet (software can be bought to monitor internet usage).
- ▼ Choose reading material and television programs that give positive messages and that help your children live peacefully.

Media Violence

(continued)

- ▼ Seize all the moments for learning that the media presents to you. Talk with your child about what is seen on TV, in print, in the movies, on the internet or in video games. This can happen through family talks about current events, presentation of characters, advertising, etc.
- ▼ Make rules about use of the internet by going online together to choose sites that are suitable and fun for your child.
- ▼ Consider keeping the computer in a family room rather than in a child's bedroom.
- ▼ Help your child avoid music that may have violent lyrics or that encourages your child to drink or use drugs. Talk with your child about why you think (s)he should not listen to music with lyrics that suggest violence.
- ▼ Pay attention to the music that your child buys and listens to and the music videos that (s)he watches.
- ▼ Encourage your child to think about other points of view to those (s)he reads or hears. This will increase your child's ability to see all sides of an issue.

(continued)

This publication was developed in cooperation with the
 NYS Council on Children and Families and
 NYS Department of Health.

STATE OF NEW YORK
 GEORGE E. PATAKI
 GOVERNOR
 MARY G. DUNNEGAN
 LIEUTENANT GOVERNOR
 OFFICE OF THE LIEUTENANT GOVERNOR, STATE CAPITAL, ALBANY, 12224

Warning Signs

Talking About School Violence

Talking With Your Child

Dear Parents:



As we stand at the gates of the 21st century, we see new hopes and opportunities for our most precious resources – our children. It is our job to help children make their dreams become reality. We must make sure that when our children leave home each day for school, they will be safe and ready to learn. The recent national shootings have caused many parents to worry about their children's safety. Despite these tragedies, I want to reassure you that our schools are safe. Nonetheless, Governor Paterson and I share your concerns about school violence, and we are taking many actions to make our schools even safer in New York State.

As part of our efforts to reduce violence, I am pleased to present you with this pamphlet, *Protect Your Child from Violence: A Resource for Parents*. When you read this pamphlet, you will find many helpful tips on steps you can take to protect your child from violence. This pamphlet includes suggestions about talking openly with your child about school violence, as well as strategies for dealing with violence on television, music, the Internet, and video games. It also provides warning signs of violence and methods to prevent or respond to violence.

As you read the warning signs, you may see a few of the signs in your child's behavior. Please do not be alarmed. From our childhood, we all know that children at times can be mean to other children. Depending on the situation, this can be a normal part of growing up and may not mean your child will become violent or a victim of violence. Nonetheless, if you are concerned about the safety of your son or daughter, I encourage you to talk openly with your child about your concerns. We have provided you with a list of community resources that identifies resources you can turn to if you need help.

Governor Paterson and I are committed to making New York's schools safer for children and teachers. Schools and communities must remain committed to working together to help us reach this goal. We encourage you to join other parents and work with your schools to make them as safe as possible.

Sincerely,

Mary O. Donohue

Mary O. Donohue
Lieutenant Governor

- ▼ Have family discussions often. Talk about violence.
- ▼ One of the most important things parents can do is to talk with and listen to their children and learn about their hopes and fears. Be honest and express your own thoughts on important issues.
- ▼ Encourage your child to talk.
- ▼ Be patient and listen carefully when your child says (s)he is worried or upset. Do not interrupt when your child tells you how (s)he feels. Your child's feelings are very real to him or her. Dense the feelings behind the words.
- ▼ Let your child know that you care about his or her fears and want him or her to be safe.
- ▼ Help your child find ways to show anger without hurting people through actions or words.
- ▼ Help your child accept individual differences among people.
- ▼ Teach your child how to solve problems. Praise your child when (s)he follows through on solving a problem.
- ▼ Explain to your child the reasons for rules at school and at home. Explain why it is important to follow the rules.
- ▼ Listen to each family member's feelings. Talk about ways to deal with violence.
- ▼ In addition to talking with your child on a regular basis, teach by example. Your child will learn how to treat people by watching the way you treat people.

- ▼ Children are often afraid or ashamed to tell anyone – including their parents – about being bullied, feeling angry or being a victim of violence. It is important to listen to your child's concerns and share information on issues concerning school violence.
- ▼ Listen to your child if (s)he tells you about friends who may be in trouble or heading for trouble. Talk with these friends' parents, a teacher, principal, family doctor, religious leader or any other trusted member of the community who might be able to help you, your child and his friends.
- ▼ Set and enforce strict rules about weapons.
- ▼ Talk about gangs and cliques. Make it clear that they are often dangerous and that your child should avoid them.

Concerned?

How can you tell if your child might be a victim?

Parents should not be alarmed if a child shows a few of the signs listed below. Nonetheless, if you think that your child may be a victim of violence, encourage him or her to talk openly with you. Plan ways to keep your child safe. Listen to your child's ideas about what would help.

- ▼ Thinks that (s)he is "too good" or "dumb"
- ▼ Very shy and sensitive, will not speak up for self
- ▼ Worries a lot
- ▼ Does not fit in with other children
- ▼ Falls apart when teased or believes things never go his or her way
- ▼ Has no friends
- ▼ Does not want to go to school - may fake illnesses or make other excuses
- ▼ Comes home with torn clothes
- ▼ Often needs extra money or supplies for school (due to bullying)

Keep in mind that children who act violently have often been victims of violence.

How can you tell if your child may become violent?

Warning Signs for PRE-SCHOOL Children

- ▼ Has many temper tantrums in a single day or several lasting more than 15 minutes and often can not be calmed by parents, family members, or other caregivers
- ▼ Has many angry outbursts, often for no reason
- ▼ Is not affectionate with family or adult friends (for example, will not hug)
- ▼ Refuses to follow directions and listen to adults; can not pay attention
- ▼ Draws violent pictures
- ▼ Often watches violence on television or videos, and plays violent video games
- ▼ Likes violent play
- ▼ Is mean to other children and/or animals

Warning Signs for SCHOOL-AGE Youth

- ▼ Spends lots of time alone
- ▼ Sudden changes in child's group of friends
- ▼ Feels friends don't like him or her
- ▼ Feels picked on frequently
- ▼ Stays alone well in school
- ▼ Violent writings and drawings
- ▼ Uncontrolled anger
- ▼ Bullies other children by hitting, shoving, threatening, taking money or personal property, name-calling and/or spreading rumors
- ▼ History of violent and angry behaviors
- ▼ Frequent discipline problems
- ▼ Acts intemperate toward others
- ▼ Uses drugs and alcohol
- ▼ Belongs to a gang
- ▼ Spends a lot of time thinking about weapons; can easily find and use weapons without adult supervision
- ▼ Often fights with brothers, sisters and other kids
- ▼ Comes home with torn clothes
- ▼ Destroys property
- ▼ Often watches violence on television or videos; plays violent video games
- ▼ Chooses violent play
- ▼ Is mean to other children and/or animals
- ▼ Sudden changes in behavior
- ▼ Wears clothes with violent messages

APPENDIX 6: SED Bomb Threat/Serious Incident Report Form



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office for Elementary, Middle, Secondary and Continuing Education

New York State School Bomb Threat and Serious Incident Reporting Form						
Name of School District:	Building:					
Incident Type: (please circle all that apply to this event)						
Arson	Bioterrorism	Bomb	Bomb Threat	Knife/Blade	Gun	Other
Incident Delivery Method: (please circle all that apply to this event)						
Telephone	E-Mail	FAX	Verbal	Written	Other	
Date of Incident:	Time of Incident:					
School District Contact Person:	Contact Person Telephone #					
Description of Incident:						
Name of Law Enforcement Agency Notified of Incident:	Law Enforcement Contact Person & Telephone Number:					
Actual Class Time Lost as a Result of this Incident:						
Actions Taken by School District in Response to Incident:						
Attach Additional Sheets As Needed						

Return Completed Report To: Laura Sahr
 NYS Education Department
 Office of Facilities Planning
 Room 1060 Education Building Annex
 Albany, New York 12234
 or FAX to: 518-486-5918