Project SAVE
New York State
Safe Schools Against Violence in Education Act
Certification Training

provided by:
Coordinated School Health Center
MidWest New York Center
Coordinated School Health Center
Mission Statement

The Mission of the Coordinated School Health (CSH) Center is to Build the Capacity of School Districts and the Communities they Serve to Apply Theory to Practice to Enhance the Health, Well-Being and Academic Achievement of Youth.

We Provide:
- Regional on-going professional development through the provision of trainings, workshops and awareness sessions on health and school improvement topics.
- Resources, research and best practice information, skills and strategies.
- Technical Assistance such as effective program planning, advisory council development, needs assessment, data analysis and application, program development and implementation, best practices, curriculum writing, dealing with controversy, grant writing, school/community collaboration, program assessment and evaluation.

We Serve:
The MidWest New York Coordinated School Health Center is a regional office of the New York State Education Department. The Center provides services to the State Education Department Joint Management Team Region which includes public and non-public schools and the communities they serve in the City of Rochester, Wayne Finger Lakes BOCES, Monroe I BOCES, Monroe 2-Orleans BOCES, and the Genesee Valley BOCES.

Resource Center:
The Coordinated School Health Resource Center is filled with hundreds of curriculums, books, kits, videos, journals, etc. Resource Center catalogs are located in each school district and many community agencies. School staff and community members may borrow materials free of charge for up to three weeks. Come in and browse, or mail or fax the borrowing form from our catalog.

CSH Specialty Areas:
The Center addresses the following topics within a Coordinated School Health Framework:

- Abduction Prevention
- Alcohol, Tobacco and Other Drugs
- Authentic Assessment
- Child Abuse and Neglect
- Drop Out Prevention
- Family Life/Sexuality Education
- HIV/AIDS
- Human Growth and Development
- Nutrition
- NYS Learning Standards
- Parenting Education
- Physical Activity
- Safe Schools/Violence Prevention Education
- Sexual Harassment
- Worksite Wellness
- Youth Development
The New York State Picture

Safe Schools Against Violence in Education (SAVE)

Project S.A.V.E.
At the close of the 2000 legislative session, a bill was introduced and passed in New York State. That bill is known as SAVE, Safe Schools Against Violence in Education. SAVE addresses many important issues that affect education. For most components of SAVE, the full compliance date is July 1, 2001. The following components are included in the SAVE legislation...

1. School Safety Plans

- Every district must develop a comprehensive district-wide safety plan
- Must include policies and procedures for responding to threats/acts of violence.
- Must also include prevention and intervention strategies.
- Becomes the umbrella of all safety plans.
2. Building Level Emergency Response Plans
- Includes plans/procedures for safe evacuation, transportation, sheltering.
- Designation of an Emergency Response Team and a Post-Incident Response Team.
- Internal/external communication system.
- Implementation of incident command system.

3. Code of Conduct
- Must address appropriate dress and language.
- Security issues.
- Removal from classroom.
- Provisions for notifying law enforcement and parents.
- Disciplinary procedures for violators.

4. Teacher/Principal Authority
- Allows teachers to remove disruptive or violent students from the classroom.
- Gives principals authority to suspend.
- Requires districts to include, in Code of Conduct, minimum periods of suspension.
- Requires specific removal procedures.
5. Uniform Violent Incident Reporting

- Requires schools to report annually to the commissioner of education the number and types of violent incidents.
- Also includes information on actions taken by school and age/grade of disciplined students.
- General information will be included on school report card.

6. Instruction in Civility, Citizenship, & Character Education

- Requires districts to include these areas in the K-12 course of instruction.
- Need to include principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and other positive traits.

7. Health Curriculum

- Requires the Board of Regents to review the current health curriculum requirements to ensure that students have sufficient time and instruction to develop skills to address issues of violence prevention and mental health.
8. Interpersonal Violence Prevention Education

- The commissioner of education shall develop and distribute an interpersonal violence prevention package to schools for use in health and related areas.

9. School Violence Prevention Training

- Must be included in Superintendent's Conference Days annually.
- All individuals seeking certification as of February 2001 must have completed a two-hour course in violence prevention.
- Must address violence prevention training for current staff in the yearly professional development plan.

10. Whistle Blower Protection

- Provides protection to employees who report violent incidents, whereby an employee may not be disciplined or fired for reporting these incidents and is protected from any civil liability.
11. Fingerprinting

- Requires new school employees and applicants for certification to be fingerprinted for a criminal history background check in order to be cleared for employment.
- Does not apply to volunteers
- Does not apply to current employees unless additional certification is applied for.

12. Assaults on Teachers

- Increases assaults to a Class D felony from a Class A misdemeanor.

13. Child Abuse Reporting

- Defines child abuse in an educational setting.
- Requires immediate reporting of allegations of child abuse in an educational setting to school authorities, parents, and law enforcement.
- Defines mandatory reporters.
14. Prohibiting Silent Resignations
- Ends practice of allowing person to resign rather than disclose allegations of child abuse.
- Class E felony against the superintendent who allows an employee to resign under these circumstances.
- Protects from civil/criminal liability, those that comply with reporting requirements.

15. Teacher Discipline
- Provides for a range of discipline measures including revocation of a teaching certificate, suspension, continuing education, limitation on certificates and monetary fines.

16. Court Notification
- Requires family/criminal courts to notify schools about juvenile delinquency adjudication.
- Requires schools to appoint a DEO (Designated Educational Official) to receive records/coordinate student's participation in programs.
- Information can only be used in execution of student's educational plan.
Safety in our Schools...

takes teamwork from the staff
the students
the parents
and the community

Preparing To Teach

- What is your role in emergency situations?
- Under what circumstances may you remove a student from your room?
- What is the school's definition of a "disruptive student"?
- If you suspect that a student is troubled, what should you do?

Ask!
for a copy of your district's Code of Conduct!

The Code of Conduct applies to ALL staff, students, volunteers and anyone else on district property.
The Department of Education has announced that the following Principles of Effectiveness will govern recipients' use of fiscal year 1998 and future years' funds received under Title IV - State and local programs of the Elementary and Secondary Education Act—the Safe and Drug-Free Schools and Communities Act (SDFSCA) State Grants Program. The Principles of Effectiveness take effect on July 1, 1998.

<table>
<thead>
<tr>
<th>Principle 1: Conducting Needs Assessments</th>
<th>Principle 2: Setting Measurable Goals and Objectives</th>
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<tbody>
<tr>
<td>A grant recipient shall base its program on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.</td>
<td>A grant recipient shall, with the assistance of a local or regional advisory council, which includes community representatives, establish a set of measurable goals and objectives, and design its activities to meet those goals and objectives.</td>
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<tr>
<th>Principle 3: Effective Research-Based Programs</th>
<th>Principle 4: Program Evaluation</th>
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<td>A grant recipient shall design and implement its activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.</td>
<td>A grant recipient shall evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.</td>
</tr>
</tbody>
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(The four Principles of Effectiveness, as posted in the Federal Register of June 1, 1998.)
Building Protective Factors:
The Social Development Strategy

Healthy Behaviors

Healthy Beliefs and Clear Standards

Bonding:
Attachment
Commitment

Opportunities  Skills  Recognition

Individual Characteristics

1998-2000 Developmental Research and Programs, Inc.
## Protective and Risk Factors:

### Individual/Peer Factors

<table>
<thead>
<tr>
<th>Protective Factors</th>
<th>Risk Factors</th>
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<tr>
<td>* Resilient temperament (e.g., the ability to adjust to or recover from misfortune or change)</td>
<td>* Early and persistent antisocial behavior</td>
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<td>* Positive social orientation (e.g., good nature, enjoy social interactions, and elicit positive attention from others)</td>
<td>* Alienation, rebelliousness, and lack of bonding to society and school</td>
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<td>* Positive relationships that promote close bonds (e.g., warm relationships with family members, relationships with teachers and other adults who encourage and recognize a young person’s competence, and close friendships)</td>
<td>* Academic failure</td>
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<td>* Healthy beliefs and clear standards (e.g., absorbing the belief that it is best for children to be drug and crime free and to do well in school; subscribing to clear no-drug-or-alcohol family rules; internalizing the expectation that a young person do well in school; and following consistent family rules regarding problem behavior)</td>
<td>* Lack of commitment to school</td>
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<td></td>
<td>* Favorable attitudes toward substance abuse and delinquency</td>
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<td></td>
<td>* Early initiation of alcohol, tobacco, or other drug use or onset of violent behavior</td>
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### Family Factors

<table>
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<tr>
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<th>Risk Factors</th>
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<tr>
<td>* Positive bonding between family members</td>
<td>* Family history of alcohol abuse, smoking, or other illicit drug use or violence</td>
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<td>* Parenting that includes high levels of warmth and avoids severe criticism, a sense of basic trust, high parental expectations, and clear and consistent expectations, including children’s participation in family decisions and responsibilities</td>
<td>* Family management problems (e.g., lack of clear expectations for behavior, failure of parents to monitor their children, and excessively severe or inconsistent punishment)</td>
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<td>* An emotionally supportive parental/family milieu, including parental attention to children’s interests, orderly and structured parent-child relationships, and parent involvement in homework and school-related activities</td>
<td>* Family Conflict</td>
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<td></td>
<td>* Favorable parental attitudes toward alcohol use, smoking, other illicit drug use or violence</td>
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<tr>
<td></td>
<td>* Current family alcohol abuse, smoking, or other illicit drug use or violent behavior</td>
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### SCHOOL FACTORS

**Protective Factors**
- Caring and support; sense of “community” in classroom and school
- High expectations from school personnel
- Clear standards and rules for appropriate behavior
- Youth participation, involvement, and responsibility in school tasks and decisions

**Risk Factors**
- Harsh or arbitrary student management practices (e.g., lack of shared norms for behavior, inconsistent or poorly articulated expectations for learning and behavior)
- Availability of alcohol, tobacco, other drugs, and weapons on school premises
- Delinquent peer culture
- Ineffective administrative leadership
- Little emotional and social support
- Friends who engage in drinking alcohol, smoking cigarettes, using illicit drugs, or violent activity

### COMMUNITY/SOCIOETAL FACTORS

**Protective Factors**
- High expectations of youth
- Opportunities for youth participation in community activities
- Media literacy (e.g., ability to recognize and resist media influences that glorify substance abuse)
- Community norms unfavorable to substance use (e.g., nonsmoking policies in restaurants, strict DWI laws, host liability laws, server training in bars and restaurants)
- Decreased accessibility of alcohol, tobacco, other drugs, and firearms (e.g., enforcement of purchasing ages for alcohol and tobacco, increased pricing of alcohol and tobacco through taxation)

**Risk Factors**
- Availability of alcohol, tobacco, and illicit drugs
- Availability of firearms
- Community laws and norms favorable toward alcohol, tobacco and other drug use, firearms, and crime
- Media portrayals of violence
- Transitions and mobility (i.e., the more often people in the community move, the greater the risk of both criminal behavior and drug-related problems in families)
- Low neighborhood attachment and community disorganization
- Extreme economic deprivation

A Guide to Safe Schools
Principles for Using the Early Warning Signs of Violence

- DO NO HARM

- UNDERSTAND VIOLENCE AND AGGRESSION WITHIN A CONTEXT

- AVOID STEREOTYPES

- VIEW WARNING SIGNS WITHIN A DEVELOPMENTAL CONTEXT

- UNDERSTAND THAT CHILDREN TYPICALLY EXHIBIT MULTIPLE WARNING SIGNS
Early Warning Signs for Potentially Violent Behavior

The early warning signs are offered only as an aid in identifying and referring children who may need help.

- Social withdrawal
- Excessive feelings of isolation and being alone
- Being a victim of violence
- Feelings of being persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Use of drugs and alcohol
- Affiliation with gangs
- Inappropriate access to firearms
- Serious threats of violence

Imminent Warning Signs

- Serious physical fighting with peers or family members
  - Severe destruction of property
    - Severe rage for seemingly minor reasons
  - Other self-injurious behaviors or threats of suicide
    - Threats of lethal violence
- A detailed plan (time, place, method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past
  - Possession and/or use of firearms and other weapons
When You Are Concerned About A Student......

One of the first things you should do as a teacher is to find out who in your school you should go to when you are concerned because one of your students is....

♦ Threatening to hurt themselves or others
♦ Withdrawing from peers, adults, school work or other activities
♦ Experiencing excessive isolation or rejection
♦ The victim of violence in school or outside of school
♦ Telling you they are being picked on, bullied or harassed
♦ Experiencing a lack of interest in school
♦ Demonstrating uncontrolled or out of proportion anger
♦ Demonstrating patterns of verbal or physical violence toward others (i.e.: name calling, harassing, intimidating, hitting)
♦ Using alcohol or other drugs
♦ Affiliated with gangs
♦ Demonstrating a pattern of destruction of property

Or if they have....
♦ A past history of violent and aggressive behavior
♦ A pattern of intolerance for others who are different
♦ Inappropriate access to firearms or other weapons
♦ Experienced a recent loss (which they perceive as significant)

REMEMBER THERE IS NO PROFILE OF A POTENTIALLY DANGEROUS STUDENT; IF YOU ARE CONCERNED DON'T HESITATE TO SPEAK TO YOUR ADMINISTRATOR OR A COUNSELOR OR SOCIAL WORKER IN YOUR BUILDING
WARNING SIGNS OF SUICIDE

- Previous suicide attempts
- Significant alcohol and/or drug use
- Threatening/communicating thoughts of suicide or dying
- Poor control over behavior
- Sudden increase in moodiness, withdrawal/isolation
- Changes in eating or sleeping habits
- Drop in quality of school performance or interest
- Feelings of hopelessness, guilt, worthlessness
- Lack of interest in usual activity
- Getting into trouble with authority figures
- Saying good-bye
- Perfectionism
- Giving away important possessions
- Hinting at not being around in the future