SAVE:
Safe Schools Against Violence in Education Act

Is a school prepared for…??

- **School Violence**
- Hazardous Materials Incident
- MRSA or other communicable disease outbreak
- Bomb Threats - Anthrax Threats
- Fire
- Severe Weather
  - tornado, thunderstorm, flood, ice, hurricane,

Emergency planning should follow a....Multihazard Approach

School Emergency Planning in New York State Schools

- Commissioner's Regulation 155.17
- Effective October 1, 1990
- Establishment of district wide emergency plans
- Hazard Analysis
  - **Natural & Manmade Causes**
    - **flood, hurricane, tornado, landslide, windstorm, chemical accident, explosion, civil disturbance**

School Emergency Planning in NYS

- Coordination with State, County, and local emergency responders
- Communication Liaisons with all educational agencies
- [Plans for:](#) school cancellation,early dismissal, evacuation, sheltering
- Annual drill for sheltering and early dismissal

Safe Schools Against Violence in Education (Project SAVE)

- Project SAVE signed into law by Governor Pataki on July 24, 2000
- **<u>Amended:</u>**
  - Education Law
  - Penal Law
  - Executive Law
  - Family Court Act
  - Criminal Procedure Law

Commissioner's Regulation 155.17 Amendment

- District-wide School Safety Plans
- Building-Level Emergency Response Plans
- Developed and adopted by the Board of Education by July 1, 2001 <u>and</u> updated annually

District-Wide School
Safety Plan
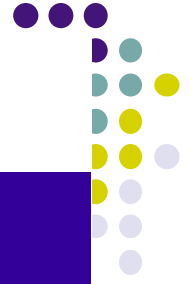
- **District-Wide School Safety Team** (appointed by the board of education or chancellor of NYC schools)

- **Representatives of:**

   school board; student, teacher, administrator, and parent organizations; school safety personnel; and other school personnel

Project SAVE Plans

- **District-Wide School Safety Plans**
  - District-wide school safety team
  - Reviewed annually
  - Filed w/SED within 30 days of adoption or amendment
  - Public comment prior to adoption

- **School Emergency Response Plan (Building-Level)**
  - Building-level school safety team
  - Reviewed annually
  - Filed w/local law enforcement & State Police within 30 days
  - Public comment prior to adoption

Policies and procedures for...

-contacting law enforcement in a violent incident

-contacting parents in the event of a violent incident

-annual school safety training for students and staff

-responding to bomb threats, hostage incidents, intrusions, kidnappings

-improving communication to report incidents

-materials on potentially violent behavior

-description of duties for hall monitors and other school safety personnel - including training

Building Level School

Emergency Response Plan

- **Building-Level School Safety Team** (appointed by the principal)
- **Representatives of:**
  - teacher,,administrator, and parent organizations; school safety and other personnel; community members; local law enforcement and ambulance; other emergency responders; others

Building Level School
Emergency Response Plan

- **Polices and Procedures for:**
  - establishment of an internal and external emergency communication system
  - chain of command using the national interagency incident management system (NIIMS) incident command system (ICS)
  - assuring that emergency responders have access to floor plans, blueprints, schematics, and other maps of school interior, exterior, and surrounding roads (also Education Law 408-B)

Building Level School
Emergency Response Plan

- **<u>Polices and Procedures for:</u>**
  - securing and restricting access to a crime scene to preserve evidence on school property

  - coordination with statewide disaster mental health services

  - drills and exercises to test the emergency response plan

Some lessons to think about...

- Administrators may <u>not</u> be present during an emergency.

- The normal communication system may not be operable during an emergency.

- Does everyone understand their roles & responsibilities in an emergency?

Some lessons to think about...

- Does the plan include provisions for substitute teachers?

- Is there a procedure in place for student release during an emergency?

- Are non-ambulatory individuals addressed in the emergency plan?

Site Visit Findings

Facility Assessment	2007 FA Summary	2008 FA Summary
Building Access	85% do not require staff to wear ID (89% for students)	79% do not require staff to wear IDs
	48% do not have informative signage	53% do not have information signage
	33% do not have signs stating a secured door policy	58% do not have signs stating a secured door policy
Building Interior	85% cannot lock classroom doors from the inside	84% cannot lock classroom doors from the inside
		26% of fire extinguishers are not appropriately stored/dated
Social and Emotional Tone	7% of parents are not actively involved in school safety issues	21% of parents are not actively involved in school safety issues
	7% do not consistently follow the procedures outlined in the Code of Conduct	6% do not consistently follow the procedures outlined in the Code of Conduct
		21% of students are not actively involved in promoting a positive school climate
General Security	67% do not have an electronic mass notification system	63% do not have an electronic mass notification system

Facility Assessment	2007 FA Summary	2008 FA Summary
General Security	48% do not have call ID on the main office phone	53% do not have caller ID on the main office phone
	37% do not have a dedicated phone line for emergencies	42% do not have a dedicated phone line for emergencies
	30% do not include cyber safety in the plan	32% do not include cyber safety in the plan
Building-level Emergency Plan	89% use verbal codes for emergency procedures	79% use verbal codes for emergency procedures
	85% do not conduct and document Tabletop drills; 74% do not invite partners	63% do not conduct and document Tabletop drills; 63% do not invite partners
	85% of staff with a direct role in emergency preparedness did not take the IS-100 course and 66% have not taken the IS-700 NIMS course	95% of staff with a direct role in emergency preparedness did not take the IS-100 course and 95% have not taken the IS-700 NIMS course
	41% do not practice lockdowns	53% do not practice lockdowns

VADIR Reporting

Each school district is required to submit

Violent and Disruptive Incident Reports

for each school building on an annual basis.
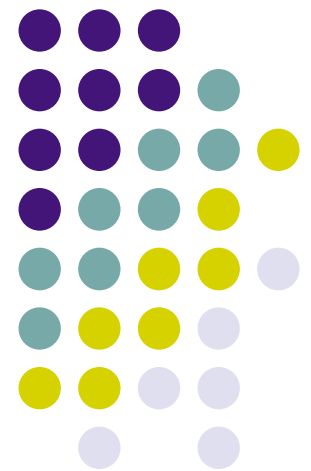
Overview of Violence in NYS Schools during 2013–14 Year

Incident Category	With a Weapon	Without a Weapon
1 Homicide	1	0
2.1 Forcible Sex Offenses	1	33
2.2 Other Sex Offenses	5	294
3 Robbery	6	154
4 Assault/Serious Physical Injury	46	509
5 Arson	285	
6 Kidnapping	0	1
7 Assault Physical Injury	755	6,386

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Overview of Violence in NYS Schools cont'd

- **Incident Category**   **Weapon**   **Without Weapon**

Incident Category	Weapon	Without Weapon
8 Reckless Endangerment	277	2,192
9 Minor Altercations	1,251	48,704
10 IHMB	995	22,788
11 Burglary	0	80
12 Criminal Mischief	50	2,445
13 Larceny/Other Theft	4	3,699
14 Bomb Threat	108	

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Overview of Violence in NYS Schools

- **<u>Incident Category</u>**

- 15 False Alarm   274

- 16 Weapons Possession   5,075

- 17 Drug Possession   5,076

- 18 Alcohol Possession   1,366

- 19 Other Disruptions   86,796

- ***Total Student Population 2,691,905***

2014 New York State Center for School Safety

Best Practices: VADIR

- Provide on-going staff training

- Enforce the Code of Conduct consistently and equitably

- Align the Code of Conduct with VADIR

- Ensure districts understand how to analyze and use data

National Trends Since Virginia Tech and Northern Illinois

- Safety audits
- ↑ mass notification
- Peace Officers (armed)
- Cameras
- Telephones in classrooms
- Applications asking felony conviction
- ↑ funding

- More referrals to mental health/counseling services
- Involuntary removal; return monitoring
- Procedures for reporting student behavior
- Training staff

Higher Ed Recordkeeping – Cleary Act

- Records for crimes on-campus, non-campus, public property, separate campus
- Crimes: hate, offenses, disciplinary action (arrests from drug, alcohol, illegal weapons possession)

- crimes reported to campus security authorities
- daily crime log
- obtain certain crime statistics from law enforcement agencies to incl. in annual security report

New York State Workplace Violence Prevention Law

- Section 27-b of State Labor Law
- *Excludes employers as defined under SAVE*
- Requires public employers to:
  - Do risk evaluation
  - Develop/implement programs to prevent and minimize workplace violence
  - Regularly evaluate

SAVE vs. Violence Prevention Regulation
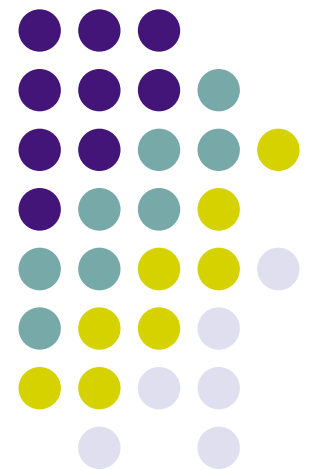
SAVE:

- Schools
- Written emergency plans
- Student centered
- Emphasis on response
- Removal of disruptive students
- Involvement of teacher unions
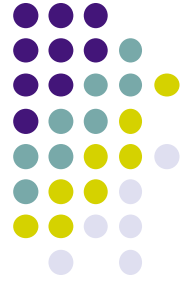- No enforcement

WVP standard:

- Not cover schools
- Violence specific
- Worker centered
- Emphasis on prevention
- Risk assessment
- Involvement of all unions
- Enforcement

Regulations of the Commissioner of Education

Part 155

R E S C U E

- **RESCUE LAW**
  Rebuild **Sc**hools to **U**phold **E**ducation **Re**build **Sc**hools to **U**phold **E**ducation laws of 1998

- **RESCUE Regulation**
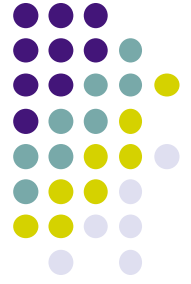 8NYCRR155.3, 4, 5, & 6 effective October 1999

- **CONSTRUCTION REQUIREMENTS**

- **DISTRICT REQUIREMENTS**

- **HEALTH & SAFETY COMMITTEE**

Major Requirements

- 5 year building survey

- Annual visual inspection

- 5 year capital plan

- Monitoring system

- Safety rating system

- Construction standards

- Facility report card

Answers to Part 155 Activity

1. Annually; maintenance, repair or modernization priorities

2. Building conditions surveys, Annual visual inspections, Five Year Capital Plan, Monitoring System

3. Every 5 years

4. District-Wide Health and Safety Committee

5. The safety rating of each occupied building

6.

H&S Committee,

Comprehensive Maintenance Plan,

Annual review by BoE of annual inspection reports and 5-year surveys,

procedures for annual fire inspection,

valid certificate of occupancy,

procedures for investigation and disposition of complaints (incl. written response),

take actions to remedy serious conditions,

construction and maintenance activities comply with 155.5
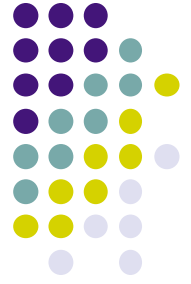
7. Monitor safety during projects

8. Construction materials must be stored in a safe, secure manner;

Gates shall always be locked unless attended;

Workers required to wear ID badges

9. Must be separated to prevent dust and contaminants getting to occupied areas

11. Rooms of pupil occupancy over 500 sq ft

12. Equipment must be safe and suitable for comfort and care of children, comply with ADA and maintained in good repair and sanitation

District H. & S. Committee C.R. §155.4 (d)

- District officials, staff, bargaining units, parents

- Investigation of complaints

- Take action to remedy serious conditions affecting health and safety in school buildings

Investigation and Disposition of Complaints
C.R. §155.4 (d) (7)

- Copy of response forwarded to Health & Safety Committee

- Copies of all correspondence kept in a permanent project file

- All such records available to the public upon request

Enforced by SED

Call 518-474-3906
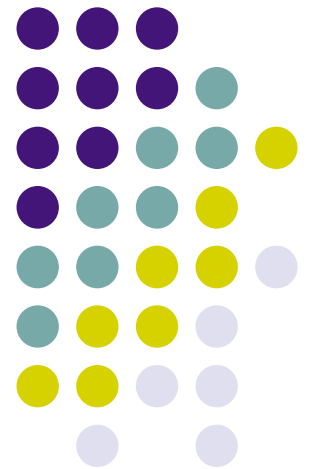
Dignity for All Students Act DASA

- Chapter 482 of the Laws of 2010

  - Effective July 1, 2012

- Goal – Promote a safe and supportive learning environment in all schools, free from harassment and discrimination.

Requires Districts and Schools to Prevent and Address bullying through:

- Implementing sensitivity and tolerance curricula for students

- Revising the CODE OF CONDUCT to foster a school environment free from harassment and discrimination

- Designate a School Dignity Act Coordinator to be trained in non-discriminatory instructional and counseling methods, preventing and responding to incidents , and reporting the same

- Provide staff training to raise awareness and sensitivity of school employees

- Reporting of Bullying incidents to the State

Bullying is an act of Harassment

- An intentional act of aggression, based on an imbalance of power, that is meant to harm a victim either physically or psychologically.

- Can occur as a single event or be repeated over time.

Student Instruction and Curricula

- Requires Classroom Instruction in :
  - Civility
  - Citizenship
  - Character
  - Honesty
  - Tolerance
  - Personal Responsibility
  - Respect for all
  - Dignity for all

Types of Bullying

- ## Physical
  - Hitting, punching, slapping
  - Kicking, Pushing Scratching
  - Damaging or Stealing property

- ## Verbal
  - Name Calling, Teasing
  - Threats
  - Making offensive remarks
  - Making discriminatory remarks
  - Telling offensive jokes

- ## Social/Emotional Relational
  - Excluding or threatening to exclude from a group
  - Ostracizing, alienating
  - Threatening looks
  - Threatening gestures
  - Spreading rumors/gossip
  - Extortion
  - Singling out a person

DASA Prohibits harassment with respect to certain non-exclusive protected classes whether they are actual or perceived
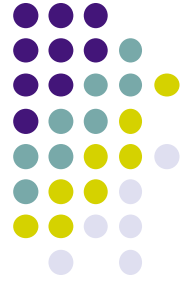
- Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion, Religious Practices
- Disability
- Sex. Sexual Orientation

DASA Statistics 2013-2014

- Nature of Harrassment   Number of Incidents
    - Race   1,782
    - Ethnic Group   481
    - National Origin   371
    - Color   447
    - Religion   240
    - Religious Practices   118
    - Disability   716
    - Gender   1,147
    - Sexual Orientation   1,578
    - Sex   1,554

Cyberbullying Law

- Effective July 1, 2013
- Requires all school staff to report any incident of cyberbullying to the Principal, Superintendent , or DASA Coordinator

- "Cyberbullying has become a dangerous trend and this legislation gives parents and students the tools needed to overcome it. Standardized policies and procedures will guide teachers and school staff so that they are better equipped to respond to harassment and bullying withn the classroom and beyond." Assemblyman Kenneth Zebrowski (D- NYC)

Cyberbullying Statistics
2013-2014

- <u>Nature of Harrassment   Number of Incidents</u>
  - Race   164
  - Ethnic Group   45
  - National Origin   36
  - Color   51
  - Religion   23
  - Religious Practices   7
  - Disability   45
  - Gender   166
  - Sexual Orientation   236
  - Sex   286
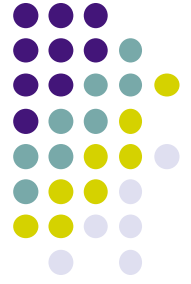
Prevention

- All adults should:
  - Display warm, positive interest and involvement
  - Stablish clear rules which are implemented consistently and with respect
  - Use mentoring connections to build connections with all students
  - Alert students and others if they are displaying unacceptable behavior toward a others
  - Help students understand the power they have when they intervene to make a difference
  - Teach students about the reporting system and policies in your school

Remember………

- Research shows that in schools where bullying is not an issue, EVERY child has at least one adult in the school that they feel comfortable talking to.