SAFE SCHOOLS: Preventing School Violence
NYS Mandatory Training

Pending Approvals

Access Continuing Education, Inc. is cognizant of professionals needing continuing education credit hours for their professional development, certifications, licensure, etc. Please let us know if you would like to see courses offered for continuing education credit in your field. If we receive multiple requests we will apply to your credentialing body for approval.

Current Approvals

New York State

Access Continuing Education, Inc. is an approved provider of this course by the New York State Education Department. Successful completion of this course will fulfill the requirements for a two-hour school violence prevention training.

Upon successful completion of these courses your certificate of completion is **immediately available** for you to print *AND* we **electronically transfer** your completion information to the licensing board daily at 4:00PM EST.

Answer Sheet:
SAFE SCHOOLS: Preventing School Violence *NYS Mandatory Training*

1. ___   2. ___   3. ___   4. ___   5. ___

6. ___   7. ___   8. ___   9. ___   10. ___

Name: _____ **Profession:** _____

License State: _____ **License Number:** _____ **Expiration Date** _____

Address 1: _____

Address 2: _____

City: _____ **State:** _____ **Zip Code:** _____

Telephone: _____ **Fax:** _____

E-mail: _____

Please place an X in the box to rate these statements:	Poor	Fair	Good	Very Good	Excellent
The content fulfills the overall purpose of the course.					
The content fulfills each of the course objectives.					
The course subject matter is accurate.					
The material presented is understandable.					
The teaching/learning method is effective.					
The answers to the test questions are appropriately covered in the course.					
How would you rate this course overall?					
Time to complete the entire course and the test?	**Hours:** _____			**Minutes:** _____	
How did you hear about this course?	**Link from State Ed. Website**				
	Google				
	Other Search Engine				
	Friend/CoWorker				
	Other				
Do you have any suggestions about how we can improve this course? If so please note them on the back of your answer sheet. Thank you.					
If you studied the course online, did all the links work? If not please note the page and link on the back of your answer sheet so we can fix it. Thank you.					

For inclusion in the electronic file transfer to the New York State Licensing Board please include:

Date of Birth: _____ _____ _____
        (month)   **(day)**   **(year)**

Social Security Number: _____ - _____ - _____

If you have downloaded this course off the Internet and need to provide your credit card information for payment please do so here:

Card type: _____ **Card number:** _____

Exp. Date: _____ **Name as it appears on card:** _____
***If you have downloaded the course off the Internet and wish to submit your test online you must
return to our website (www.accesscontinuingeducation.com) to do so.**

This page intentionally left blank.

Instructions

Read the course material and enter your test answers on the one-page answer sheet included with this book.

You earn course credit for every test answer sheet with at least 80% correct answers. We notify failing students within 7 days and give them an opportunity to take a new test. You are entitled to take the test a second time a no charge. If you do not successfully complete the test upon the second attempt you must purchase a new test. To claim your credits, return your answers by:

- Return to our website (www.accesscontinuingeducation.com) to taking the test online (only if you have not purchased the coursebook separately, you will need to provide credit card information at the time you submit your test online for scoring).
- Writing your answers on the one-page answer sheet included with this book, then fax or mail them to:
  Access Continuing Education, Inc. (ACE)
  P.O. Box 14585
  Albany, NY 12212

  Phone: 518-209-9540
  Fax: 518-514-1103

If you downloaded this coursebook from the Internet and are faxing/mailing your test answer sheet please include your credit card information for payment. Answer sheets received without payment will not be processed.

We grade all tests in a timely manner; so if you do not receive your certificate within five days, please send an email to accesseducation@nycap.rr.com.

There is no time limit for return of your answer sheet. Completion dates are taken from the test answer sheet envelope postmark or the finish date recorded in the computer when you do an online exam, and must be in the licensing cycle you wish to use the credits.

If you are dissatisfied with the course for any reason, please return the printed materials within 30 days of purchase and we will refund your full tuition. Shipping charges are nonrefundable.

If someone else would like to use this material after you are done, he or she may register with us and take advantage of the "sharing discount" workbook tuition charge. Courses downloaded from the Internet can be shared at the same tuition rate as currently available on our website. Please call us if you need an extra answer sheet or download one from our website. There is no "sharing discount" for online exams.

The author and **Access Continuing Education, Inc.** have made every effort to include information in this course that is factual and conforms to accepted standards of care. This course is not to be used as a sole reference for treatment decisions. It is your responsibility to understand your legal obligations and license requirements when treating patients. **Access Continuing Education, Inc.** is not responsible for the misuse of information presented in this course. The material in this course cannot be reproduced or transmitted in any way without the written consent of **Access Continuing Education, Inc.**

Table of Contents

Objectives

Upon completion of this course, the learner will be able to:

- Identify the goal of the Safe Schools Against Violence in Education (SAVE) legislation.
- Discuss the importance of data collection related to school safety;
- Discuss how the components of the SAVE legislation interface in the prevention of violence in the schools.
- Describe how educational, legal/regulatory and environmental domains promote school safety within the SAVE legislation.
- Discuss risk and protective factors related to school violence.

Introduction

School safety has long been an issue, but in recent years, with high profile school violence episodes both nationally and internationally, as well as the growing realization that ongoing bullying is highly destructive, the focus on safety has increased. Local school districts, the New York State government, the federal government, community and professional groups have all made safety in the school a priority.

Passed by the New York State legislature in 2000, the Safe Schools Against Violence in Education (SAVE) legislation requires that persons seeking educational certification in New York State must participate in a two-hour violence prevention training. This training is to provide information regarding the components of the law and an overview of violence prevention.

Conceptualizing Violence Prevention

Violence is a very broad concept; it permeates most aspects of our society, making it a difficult topic to address.   Violence occurs in the home, in schools, at the workplace; it occurs in private and it occurs in public. It can be ongoing and personal; it can be random. Violence should be viewed on a continuum from death and overt physical aggression to more subtle methods that can include emotional abuse such as teasing, belittling, shunning, etc. Violence in our schools reflects the violence that occurs throughout our society.

Violence is a reality for many in our society, including children, who are among the most vulnerable in the population. Violence occurs on the interpersonal level with all forms of domestic violence such as child abuse and maltreatment, intimate partner violence, and elder abuse. Violence is acute and fatal, such as the death of a child after a beating from a parent. Violence can be chronic and ongoing.

Violence can be physical, emotional or sexual. Violence includes the teasing, bullying and emotional abuse that some people, adults and children, heap on each other in peer groups, regardless of age. Violence is present in gang relationships, among gang members, between gangs and members of the general public.   Violence occurs in the educational setting-from the first grader who brings a gun to school, to the tragedy at Virginia Tech where over two dozen people were shot by a student.

Violence occurs in our popular culture through a variety of means such as throughout the entertainment industry, with song lyrics, listened to by countless adolescents, that aggrandize violence; video games where violence is glorified; gratuitous violence created by special effects in

films; and the barely-concealed sexually exploitive photos in fashion magazines, often with sexually violent overtones. Violence is insidious in our society; it permeates our society.

School violence is a subset of youth violence, a broader public health problem. Youth violence refers to harmful behaviors that may start early and continue into young adulthood. It includes bullying, slapping, punching, weapon use, and rape. Victims can suffer serious injury, significant social and emotional damage, or even death. The young person can be a victim, an offender, or a witness to the violence-or a combination of these (CDC, n.d.).

Within that context, violence that occurs in the schools is a component of the larger issue of violence in our culture. The prevention of violence then must also permeate all aspects of our society. Prevention of violence includes laws (there are laws against murder, child abuse, sexual harassment, etc.), skills training (mediation, conflict resolution, etc.), social rules (manners, civility, norms for behavior).

Statistics Related to School Violence

In the United States, an estimated 55 million students are enrolled in pre-kindergarten through twelfth grade. Another 15 million students attend colleges and universities across the country. While U.S. schools remain relatively safe, any amount of violence is unacceptable. Parents, teachers, and administrators expect schools to be safe havens of learning. Acts of violence can disrupt the learning process and have a negative effect on students, the school itself, and the broader community (CDC, n.d.).

According to the US Department of Justice, Bureau of Justice Statistics and the National Center for Education Statistics, in their 2005 report, *Indicators of School Crime and Safety, 2005*:

- **Nationally**, from July 1, 2001, through June 30, 2002, there were 17 homicides and 5 suicides of school-age youth (ages 5-19) at school.
- Annually, from 1999 through 2003, teachers were the victims of approximately 183,000 total nonfatal crimes at school, including 119,000 thefts and 65,000 violent crimes.
- In 1999-2000, about 54% of public schools took at least one serious disciplinary action against a student, amounting to about 1,163,000 actions.

Deadly school violence **-** Results from a study by the Centers for Disease Control and Prevention (CDC), part of the National Institutes of Health, indicate that nationally between July 1, 1994, and June 30, 1999, 253 violent deaths occurred on school property, on the way to or from school, or at or on the way to or from a school-sponsored event. The majority of these incidents were homicides involving firearms. These violent deaths occurred in communities of all sizes, locales, income levels, and racial and ethnic make-up. Preliminary results also show that, while the number of school-associated violent death events has decreased steadily since the 1992–1993 school year, the occurrence of multiple-victim events—those with two or more deaths per event—appears to have increased. During the four school years from August 1995 through June 1999, there were 15 multiple-victim events; only three such events occurred between August 1992 and July 1995 (CDC, 2002).

Bullying - Almost 30% of youth in the United States (or over 5.7 million) are estimated to be involved in bullying as either a bully, a target of bullying, or both. In a recent national survey of students in grades 6-10, 13% reported bullying others, 11% reported being the target of bullies, and another 6% said that they bullied others and were bullied themselves (NYVPRC, 2007).

Gangs - Youth gangs are linked with serious crime problems in elementary and secondary schools in the United States. Students report much higher drug availability when gangs are active

at their school. Schools with gangs have nearly double the likelihood of violent victimization at school than those without a gang presence. Teens that are gang members are much more likely than other teens to commit serious and violent crimes. For example, a survey in Denver found that while only 14% of teens were gang members, they were responsible for committing 89% of the serious violent crimes (NYVPRC, 2007a).

According to the 2007 Youth Risk Behavior Surveillance System (CDC, 2008a), which provides **national** information, among U.S. high school students:

Weapons
- 18% carried a weapon, such as a gun, knife, or club. (1)
- 5% carried a gun. (1)
- 6% carried a weapon, such as a gun, knife, or club, on school property. (1)
- 8% had been threatened or injured with a weapon, such as a gun, knife, or club, on school property. (2)

Physical Violence
- 36% were in a physical fight. (2)
- 4% were injured in a physical fight and had to be treated by a doctor or nurse. (2)
- 12% were in a physical fight on school property. (2)
- 10% were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend. (3)

Security
- 6% did not go to school because they felt unsafe at school or on their way to or from school. (1)
- 27% had property, such as a car, clothing, or books, stolen or deliberately damaged on school property. (2)

1. On at least 1 day during the 30 days before the survey.
2. One or more times during the 12 months before the survey.
3. During the 12 months before the survey.

The 2007, the same Youth Risk Behavior Surveillance System survey, (CDC, 2008a), indicated that among high school students in **New York State**:

Weapons
- 14% carried a weapon, such as a gun, knife, or club. (4)
- 5% carried a gun. (4)
- 5% carried a weapon, such as a gun, knife, or club, on school property. (4)
- 7% had been threatened or injured with a weapon, such as a gun, knife, or club, on school property. (5)

Physical Violence
- 32% were in a physical fight. (5)
- 5% were injured in a physical fight and had to be treated by a doctor or nurse. (5)
- 12% were in a physical fight on school property. (5)
- 12% were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend. (6)

Security
- 7% did not go to school because they felt unsafe at school or on their way to or from school. (4)

- 24% had property, such as a car, clothing, or books, stolen or deliberately damaged on school property. (5)

4. On at least 1 day during the 30 days before the survey.
5. One or more times during the 12 months before the survey.
6. During the 12 months before the survey.

The 2006 **New York** School Health Profiles indicates that among middle schools and high schools:

Health Education
- 60% required students to take two or more health education courses.
- 93% tried to increase student knowledge on violence prevention in a required health education course.
- 90% tried to improve student conflict resolution skills, such as techniques to resolve interpersonal conflicts without fighting in a required health education course.
- 65% had a lead health education teacher who received staff development during the past two years on violence prevention.

Violence Prevention Programs
- 8% had or participated in a safe-passages to school program.
- 22% had or participated in a program to prevent gang violence.
- 69% had or participated in a program to prevent bullying.

School Environment
- 87% used staff or adult volunteers to monitor school halls during and between classes.
- 100% required visitors to report to the main office or reception area upon arrival.
- 83% maintained a "closed campus" where students are not allowed to leave school during the day, including during lunchtime.
- 43% routinely conducted locker searches.
- 9% required students to wear identification badges.
- 64% used security or surveillance cameras, either inside or outside the school building.
- 64% used police, school resource officers, or security guards during the regular school day.

Approaches and Interventions to Reduce School Violence

Since violence is so insidious in our culture, it is difficult to examine the topic, particularly how to prevent violence, in a manner that is systematic and productive. There has been much in the literature about violence prevention; however there is limited research in the area. Multiple perspectives exist, including violence prevention models. In the models there is significant overlap in approach. Covered in this course are: The Public Health Model for Violence Prevention, The Ecological Model and the New York State SAVE Legislation Model.

The Public Health Model for Violence Prevention

The public health approach is a four-step process that can be applied to violence and other health problems that affect populations (CDC, 2008).

Figure 1. The Public Health Model
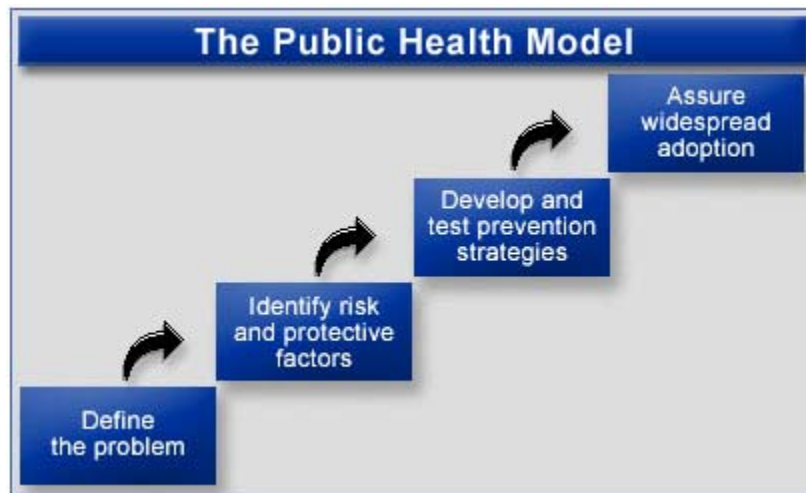
STEP 1: Define the Problem

The first step in preventing violence is to understand it. Grasping the magnitude of the problem involves analyzing data such as the number of violence-related behaviors, injuries, and deaths. Data can demonstrate how frequently violence occurs, where it is occurs, trends, and who the victims and perpetrators are. These data can be obtained from a variety of sources. In the community, police reports, medical examiner files, vital records, hospital charts, registries, population-based surveys, and other sources can be used to obtain data.

It is important that data be collected in a systematic and unbiased manner with uniform definitions and uniform reporting methods. Without such standardization, it is difficult to make use of the data. One teacher, with a higher tolerance for activity and noise from students, may not identify bullying behavior and may see it as a playful interaction among peers. Another teacher may have a lower tolerance for noise and activity, or a greater awareness of what constitutes bullying. Obtaining information from these two teachers would yield significantly different information. What one agency defines as "violent behavior", another may define as an "assault". Clearly without uniform definitions and reporting methods, it is difficult to utilize the data and even more difficult to generalize any information from such data.

The federal government, as part of the No Child Left Behind Act (NCLB), requires that states establish a uniform management and reporting system to collect information on school safety and drug use among young people. The states must include incident reports by school officials and anonymous student and teacher surveys in the data they collect. This information is to be publicly reported so that parents, school officials and others who are interested have information about any violence and drug use at their schools. They can then assess the problems at their schools and work toward finding solutions. Continual monitoring and reports will track progress over time.

New York State has uniform reporting procedures as well. These will be covered during the specifics related to the SAVE legislation.

STEP 2: Identify Risk and Protective Factors

It is not enough to know the magnitude of a public health problem. It is important to understand what factors protect people or put them at risk for experiencing or perpetrating violence. Why are risk and protective factors useful? They help identify where prevention efforts need to be focused.

> **Risk Factor**
> Characteristic that increases the likelihood of a person becoming a victim or perpetrator of violence
>
> **Protective Factor**
> Characteristic that decreases the likelihood of a person becoming a victim or perpetrator of violence because it provides a buffer against risk

It is not always possible to predict behavior that will lead to violence. However, educators and parents, and sometimes students, can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention (CDC, 2007a; NYSCSS, 2001; Dwyer, et al., 1998).

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult, whether it be at home, in school, or in the community, the potential for violence is reduced significantly(CDC, 2007a; NYSCSS, 2001; Dwyer, et al., 1998).

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate, and potentially harmful, to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes; only trained professionals should make diagnoses in consultation with the child's parents or guardian(CDC, 2007a; NYSCSS, 2001; Dwyer, et al., 1998).

The following early warning signs are **risk factors.** They are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness (CDC, 2007a; NYSCSS, 2001; Dwyer, et al., 1998).

- *Social withdrawal.* In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- *Excessive feelings of isolation and being alone.* Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- *Excessive feelings of rejection.* In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways, including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- ***Being a victim of violence.*** Children who are victims of violence including physical or sexual abuse, in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways including possible aggression or violence.
- ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations such as when the low achiever feels frustrated,   unworthy, chastised, and denigrated acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional such as a school psychologist, counselor, or other mental health specialist.
- ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.*** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- ***History of discipline problems.*** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- ***Past history of violent and aggressive behavior.*** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- ***Intolerance for differences and prejudicial attitudes.*** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance, when coupled with other factors, may lead to violent assaults against those who are perceived to be

different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- ***Drug use and alcohol use.*** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- ***Affiliation with gangs****.* Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students, cause fear and stress among other students. Youth who are influenced by these groups, those who emulate and copy their behavior, as well as those who become affiliated with them may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- ***Inappropriate access to, possession of, and use of firearms.*** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- ***Serious threats of violence.*** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Risk factors increase the likelihood that a young person will become violent. However, **risk factors are not direct causes of youth violence; instead, risk factors contribute to youth violence** (CDC, 2007a; NYSCSS, 2001).

Individual Risk Factors

- History of violent victimization or involvement;
- Attention deficits, hyperactivity, restlessness, risk taking or learning disorders;
- History of early aggressive behavior;
- Involvement with drugs, alcohol, or tobacco;
- Low IQ;
- Poor behavioral control;
- Deficits in social cognitive or information-processing abilities;
- High emotional distress;
- History of treatment for emotional problems;
- Antisocial beliefs and attitudes;
- Exposure to violence and conflict in the family.

Family Risk Factors

- Authoritarian childrearing attitudes;
- Harsh, lax, or inconsistent disciplinary practices;
- Low parental involvement;
- Low emotional attachment of parents or caregivers;
- Low parental education and income;
- Parental substance abuse or criminality;
- Poor family functioning/poor family management practices;

- Poor monitoring and supervision of children;
- Poor family bonding and family conflict;
- Parental attitudes favorable to substance use and violence;
- Parent-child separation.

Peer/School Risk Factors

- Association with delinquent peers;
- Involvement in gangs;
- Social rejection by peers;
- Lack of involvement in conventional activities;
- Poor academic performance;
- Low commitment to school and school failure/low bonding to school;
- Delinquent siblings;
- Academic failure;
- Truancy and dropping out of school;
- Frequent school transitions.

Community Risk Factors

- Diminished economic opportunities;
- High concentrations of poor residents;
- High level of transiency;
- High level of family disruption;
- Low levels of community participation;
- Socially disorganized neighborhoods;
- Poverty;
- Availability of drugs and firearms;
- Neighborhood adults involved in crime;
- Exposure to violence and racial prejudice.

Protective factors buffer young people from risks of becoming violent. These factors exist at various levels. Protective factors serve to mediate the negative impact of risk factors that are associated with violence. To date, protective factors have not been studied as extensively or rigorously as risk factors. However, identifying and understanding protective factors are equally as important as researching risk factors.

Individual Protective Factors

- Resilient temperament;
- Intolerant attitude toward deviance;
- Good-natured;
- High IQ or high grade point average;
- Positive social orientation; enjoyment of social interactions;
- Religiosity;
- Female gender (even with same risk factors, girls are less likely than boys to become violent).

Family Protective Factors

- Connectedness to family or adults outside of the family;
- Adults who behave as role models for children, who solve problems without violence;

- Adults who set clear standards for behavior and by showing the benefits and consequences of behavior;
- Ability to discuss problems with parents;
- Perceived parental expectations about school performance are high;
- Frequent shared activities with parents;
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime, and when going to bed;
- Involvement in social activities.

Peer/School Protective Factors

- Commitment to school;
- Involvement in social activities.

Characteristics of Youth Who Have Caused School-Associated Violent Deaths

The National Safe School Center studied school-associated violent deaths in the United States during the 1990s. They identified common characteristics of youth who have caused such deaths. The following list identifies behaviors, which could indicate a youth's potential for harming him/herself or others. While there is no guarantee that these characteristics and behaviors identifying potentially dangerous students who may harm themselves and/or others, they are clearly red flags that should be further considered (NSSC, 1998).
In the review of such violent incidents, in most cases, a troubled youth has demonstrated these behaviors or has talked to others about problems with bullying and feelings of isolation, anger, depression and frustration (NSSC, 1998).
- Has a history of tantrums and uncontrollable angry outbursts.
- Characteristically resorts to name calling, cursing or abusive language.
- Habitually makes violent threats when angry.
- Has previously brought a weapon to school.
- Has a background of serious disciplinary problems at school and in the community.
- Has a background of drug, alcohol or other substance abuse or dependency.
- Is on the fringe of his/her peer group with few or no close friends.
- Is preoccupied with weapons, explosives or other incendiary devices.
- Has previously been truant, suspended or expelled from school.
- Displays cruelty to animals.
- Has little or no supervision and support from parents or a caring adult.
- Has witnessed or been a victim of abuse or neglect in the home.
- Has been bullied and/or bullies or intimidates peers or younger children.
- Tends to blame others for difficulties and problems s/he caused her/himself.
- Consistently prefers TV shows, movies or music expressing violent themes and acts
- Prefers reading materials dealing with violent themes, rituals and abuse.
- Reflects anger, frustration and the dark side of life in school essays or writing projects.
- Is involved with a gang or an antisocial group on the fringe of peer acceptance.
- Is often depressed and/or has significant mood swings.
- Has threatened or attempted suicide.

STEP 3: Develop and Test Prevention Strategies

Research data and findings from needs assessments, community surveys, stakeholder interviews, and focus groups are useful for designing prevention programs. Using these data and findings is known as an evidence-based approach to program planning. Once programs are implemented, they are evaluated rigorously to determine their effectiveness.

The Centers for Disease Control and Prevention, Center for Injury Prevention and Control (CDC-NCIP) developed *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action* (2002). The goal of this document, which expanded on the earlier 1993 version, was to share the experience of those who have successfully intervened in preventing youth violence. It serves as a blueprint for communities, and the various agencies and organizations serving the community, including schools. The strategies outlined in this document include:

Parent and family based strategies. These are designed to improve family relationships. There is growing evidence that these interventions, especially those that start early and recognize all the factors that influence a family, can have substantial, longterm effects in reducing violent behavior by children. Parent and family-based interventions combine training in parenting skills, education about child development and the factors that predispose children to violent behavior, and exercises to help parents develop skills for communicating with their children and for resolving conflict in nonviolent ways. This type of intervention is ideal for families with very young children and for at-risk parents with a child on the way.

Home visiting strategy. Many European countries provide home visits to all families, regardless of risk status. Some advocates have argued that this service should be made available to all families in the United States, as well. But home-visiting interventions are resource intensive, and few communities have the financial and human resources needed to carry out an effective program on such a large scale. Therefore, targeting select groups for home-visiting services is typically most appropriate. A needs assessment conducted with input from the community will help identify families who could benefit most from a home-visiting intervention. Community leaders should play a key role in this decision, as they are often in a position to direct the allocation of resources.

Social Cognitive strategy. Researchers have linked a lack of social problem-solving skills to youth violence. When children and adolescents are faced with social situations for which they are unprepared emotionally and cognitively, they may respond with aggression or violence. Many assert that we can improve children's ability to avoid violent situations and solve problems nonviolently by enhancing their social relationships with peers, teaching them how to interpret behavioral cues, and improving their conflict-resolution skills. Social-cognitive interventions strive to equip children with the skills they need to deal effectively with difficult social situations, such as being teased or being the last one picked to join a team. They build on Albert Bandura's Social-Cognitive Theory, which posits that children learn social skills by observing and interacting with parents, adult relatives and friends, teachers, peers, and others in the environment, including media role models (Bandura, 1986). Social-cognitive interventions incorporate didactic teaching, modeling, and role-playing to enhance positive social interactions, teach nonviolent methods for resolving conflict, and establish or strengthen nonviolent beliefs in young people.

Mentoring Strategy. Research has shown that the presence of a positive adult role model to supervise and guide a child's behavior is a key protective factor against violence. The absence of such a role model—whether a parent or other individual—has been linked to a child's risk for drug and alcohol use, sexual promiscuity, aggressive or violent behavior, and inability to maintain stable employment later in life. Mentoring is the pairing of a young person with a volunteer who acts as a supportive, nonjudgmental role model. It has been touted by many as an excellent means of providing a child or adolescent with a positive adult influence when such an influence does not otherwise exist. Evidence has shown that mentoring can significantly improve school attendance and performance, reduce violent behavior, decrease the likelihood of drug use, and improve relationships with friends and parents.

In 2007, the CDC published the Task Force on Community Preventative Services' systematic review of universal school-based violence prevention programs. Programs were identified as "universal" because they were administered to all children in classrooms regardless of individual risk, not only to those who already manifested violent or aggressive behavior or those who had risk factors for these behaviors. The Task force concluded (CDC, 2007, p. 1):

"The results of this review provided strong evidence that universal school-based programs decrease rates of violence and aggressive behavior among school-aged children. Program effects were demonstrated at all grade levels. An independent meta-analysis of school-based programs confirmed and supplemented these findings. On the basis of strong evidence of effectiveness, the Task Force recommends the use of universal school-based programs to prevent or reduce violent behavior."

No plan will make a school immune to violence. However, schools can plan for, and execute, violence prevention strategies as well as effective responses when prevention efforts are not effective. A violence prevention and response plan in place reduces the likelihood of violence and helps schools respond quickly and effectively to violent incidents that may occur. Just as the causes of violence in our society, as well as in our schools, are multi-dimensional, so are the interventions to reduce or eliminate violence.

Additionally, school violence occurs in a unique context in every school, making a one-size-fits-all approach ineffective. No one particular plan for school safety will address the issues in all schools or for every child. The issues related to safety in schools is addressed through multiple levels, including the federal and state governments, the school district, the specific school, the classroom and individual teachers and students.

The Task Force (CDC, 2007) found additional benefits of such violence prevention programs:

- Reduced truancy;
- Improvements in school achievement;
- Rreduction in "problem behavior";
- Reduced activity levels;
- decreased attention problems;
- Improved social skills;
- Decreased internalization of problems (e.g., anxiety and depression).

According to the New York State Center for School Safety (2001), educational strategies that are promising in reducing or preventing violence include:

- Mentoring;
- Social skills development;
- Conflict resolution skills;
- Peer mediation;
- Parental involvement.

STEP 4: Assure Widespread Adoption

Once prevention programs have proven effective, they must be disseminated. Communities are encouraged to adapt programs to meet their own needs and to evaluate the program's success. Dissemination techniques to promote widespread adoption include training (such as this course you are now completing), technical assistance, and process evaluation.

A critical method for insuring adoption is to enact laws governing dissemination of information. The 2000 New York State SAVE legislation is one such method for insuring adoption of violence prevention strategies. The SAVE legislation mandated this course as well as the specific violence prevention strategies that will be covered later in this course.

Ecological Framework

The World Health Organization (2002) offers the Ecological Framework, which is based on evidence that no single factor can explain why some people or groups are at higher risk of interpersonal violence, while others are more protected from it. This framework views interpersonal violence as the outcome of interaction among many factors at four levels—the individual, the relationship, the community, and the societal (Krug, et al., 2002). The Ecological Framework specifically addresses the risk and protective factors, which were also a part of the Public Health Model addressed previously.

1. At the **individual level**, personal history and biological factors influence how individuals behave and increase their likelihood of becoming a victim or a perpetrator of violence. Among these factors are being a victim of child maltreatment, psychological or personality disorders, alcohol and/or substance abuse and a history of behaving aggressively or having experienced abuse.

2. Personal **relationships** such as family, friends, intimate partners and peers may influence the risks of becoming a victim or perpetrator of violence. For example, having violent friends may influence whether a young person engages in or becomes a victim of violence.

3. **Community** contexts in which social relationships occur, such as schools, neighborhoods and workplaces, also influence violence. Risk factors here may include the level of unemployment, population density, mobility and the existence of a local drug or gun trade.

4. **Societal** factors influence whether violence is encouraged or inhibited. These include economic and social policies that maintain socioeconomic inequalities between people, the availability of weapons, and social and cultural norms such as those around male dominance over women, parental dominance over children and cultural norms that endorse violence as an acceptable method to resolve conflicts.

The Ecological Framework treats the interaction between factors at the different levels with equal importance to the influence of factors within a single level. For example, longitudinal studies suggest that complications associated with pregnancy and delivery, perhaps because they lead to neurological damage and psychological or personality disorder, seem to predict violence in youth and young adulthood mainly when they occur in combination with other problems within the family, such as poor parenting practices. The ecological framework helps explain the result— violence later in life—as the interaction of an individual risk factor, the consequences of complications during birth, and a relationship risk factor, the experience of poor parenting. This framework is also useful to identify and cluster intervention strategies based on the ecological level in which they act. For example, home visitation interventions act in the relationship level to strengthen the bond between parent and child by supporting positive parenting practices.

Figure 2. The ecological framework: examples of risk factors at each level
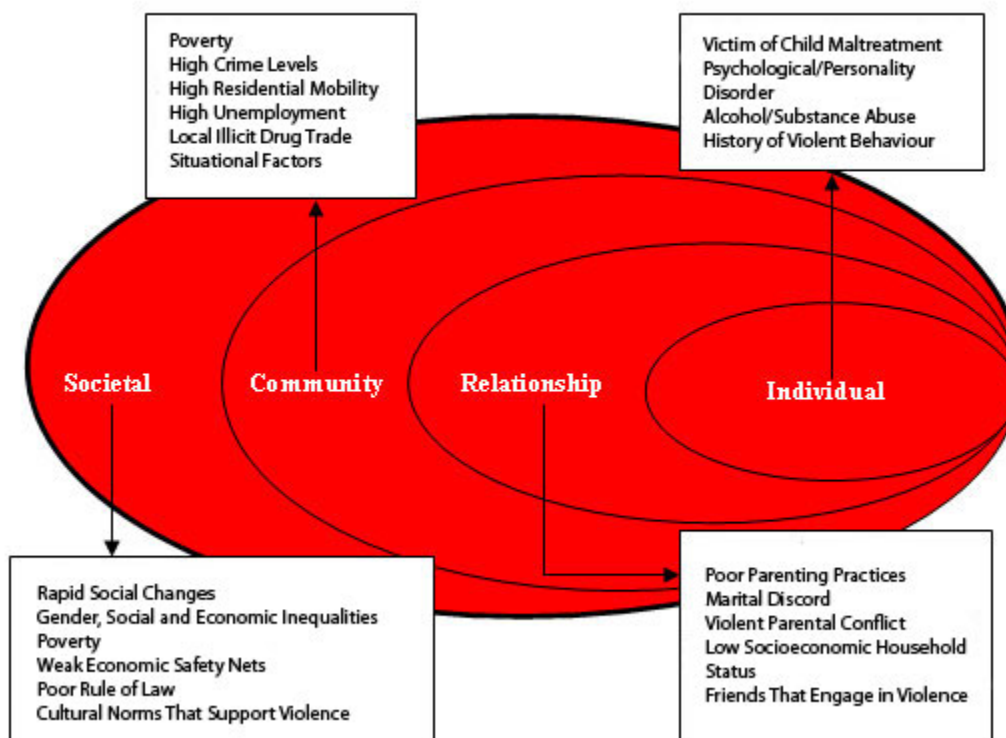
Used by permission. World Health Organization (WHO) 2002.

SAVE Legislation Model

The New York State Legislature addressed the concepts of violence prevention in the SAVE legislation. There are three critical domains that form the core of violence prevention efforts: **education, legal/regulatory, and environmental domains**. The SAVE legislation requires that all of these domains are integrated into the school's comprehensive safety plan (NYSCSS, 2001).

Educational Domain

- Education covers the areas of information dissemination and skill teaching and development. Through SAVE, the education domain is addressed through training of school personnel in violence prevention and the training of students in character education and development of non-violent communication skills.

  New York State health mandates utilize research based educational strategies in the curricula that teach specific skills to students in:

  - Anger management;
  - Empathy and perspective taking;
  - Social problem solving;
  - Communication;
  - Peace building.

The skills that students learn through the health mandates help them with specific violence prevention strategies such as:

- Mentoring (this requires skill in communication, self-management and advocacy);
- Social skills (requires communication, advocacy and social problem solving skills);
- Conflict resolution (requires communication, decision making, planning, self-management, social problem solving and advocacy skills);
- Peer mediation (requires communication, decision making, planning, self-management, problem solving and advocacy skills);
- Parent involvement (requires communication, planning and goal setting skills).

Additionally, education is aimed at teachers and school staff in order to identify and intervene in potentially violent situations. Staff must be aware of warning signs of escalating behaviors and know what are the procedures for intervention.

Some warning signs, which may be signs of imminent crisis include (NYSCSS, 2001):

- The verbalization of lethal violence;
- Presentation of a detailed plan (which would include, time, place and method) to harm self or others;
- Exhibiting self-injurious behavior;
- Displaying severe rage;
- Engaging in serious physical fighting with peers or others;
- Severe destruction of property.

Interventions in imminent crisis include:
- Take threats seriously; don't dismiss threats as idle talk;
- Talk with the student, if possible. Ask open ended questions in effort to keep the person talking.
- Do not leave the youth alone, but make sure to keep a safe distance, utilizing environmental barriers as needed, depending on the student's behavior.
- Avoid exhibiting aggressive body movements; avoid the projection of authority.
- Utilize mental health professionals if the student is unwilling to talk or is continuing to express violent or dangerous thoughts or behavior.
- Alert school administration, school psychologist/counselor, parents/guardians, mental health professionals or police as needed.
- Whenever possible, attempt to verbally diffuse the situation until help arrives.

Legal/Regulatory Domain

Legal/regulatory includes Codes of Conduct, rules, policies and procedures, laws and disciplinary codes. Under SAVE the legal/regulatory domain is extensive, for example:

- o Required Codes of Conduct;
- o Detailed procedures for pupil removal and suspension; and
- o Coordination of efforts between the juvenile justice system and the school.

Additional items related to this domain will be covered in more detail in the next section of this course.

Environmental Domain

The environmental domain encompasses the physical and social environment. The physical and environmental domains are addressed under the SAVE law by examining the school environment and physical plant for safety and security and continual refinement of the school's safety plans.

- The **physical environment** includes lighting, landscaping, width of hallways, doorways and other modifications to the actual physical plant. The focus is on safety.
- The **social environment** includes activities such the social climate of the school, after school programs and day care.

The environmental domain also includes recognition of the emotional climate of the school in the event of a critical incident involving violence. The aftermath of such an incident impacts students and staff and can have long term consequences for all involved. Imperative to all is the recreation of security, both physical and emotional for children and staff who witnessed or who heard about a violent incident. Counseling and mental health services should be offered to students and staff who have been impacted. Such interventions can mitigate consequences of violence such as acute traumatic stress disorder, post-traumatic stress disorder and other emotional or behavioral reactions to a critical incident. It is important to remember that anniversary dates of such incidents may also invoke a significant emotional or behavior response.

Specifics of New York State SAVE Legislation

New York State has a comprehensive approach to school safety. Passed by the New York State legislature in 2000, the Safe Schools Against Violence in Education (SAVE) legislation requires that persons seeking educational certification in New York State must participate in a two-hour violence prevention training. This training outlines what is required for each school district and specific school regarding school safety. The components of this legislation can, and should, be integrated into all aspects of the school environment. It is important that all stakeholders (students, teachers, principals, administrators, parents, families and communities) understand what is required and understand the consequences of any violent threats or actions.

The SAVE legislation has multiple requirements: District-wide school safety plans, building level emergency response plans, codes of conduct, teacher authority/principal authority, uniform violent incident reporting, instruction in civility, citizenship and character education, school violence prevention training, whistle blower protection, fingerprinting, assaults on teachers, child abuse reporting, prohibition of silent resignations, teacher discipline and court reporting.

I.   District-wide School Safety Plans

Each school district in the state must appoint a team to develop a comprehensive safety plan, which should include policies and procedures for:

- Responding to threats
- Responding to acts of violence
- Appropriate prevention/intervention strategies such as:

    o Training for security personnel who may be called to de-escalate a potentially violent situation
    o Conflict resolution
    o Peer mediation
    o Youth courts
    o Extended day programs

- Contacting law enforcement
- Contacting parents and/or guardians
- School building security
- Dissemination of informative materials regarding early detection of potentially violent behaviors
- Annual school safety training for staff and students
- Protocol for responding to bomb threats, hostage taking, intrusion and kidnapping
- Developing strategies to improve communication among students and between students and staff
- Description of duties of hall monitors and other school safety personnel

This team must include a representative of the board of education, students, teachers, administrators, parent organizations and other school and school safety personnel. Representatives must be appointed by the board of education.

Learners who are completing this course as a requirement of the SAVE legislation should recognize that such a plan exists in the school district in which the learner will be working. It is important to identify where the district-wide School Safety plan is located and become familiar with its policies and procedures.

Additionally, as noted above, the SAVE legislation requires annual school safety training for staff and students. While this training that you are now taking will fulfill the initial requirement, it is important to recognize that additional training is required to be provided on an annual basis. This course should be considered as an overview of the topic, with additional, focused training on safety occurring annually at the district level.

II. Building Level Emergency Response Plan

The principal of each school must appoint a team, utilizing the guidelines established by the board of education. This team is to include teachers, administrators, parent organizations, school safety personnel, community members, law enforcement and local ambulance or other emergency response agencies. This plan must be submitted to local law enforcement agencies and the New York State Police.

This building level plan must include:

- Policies and procedures for safe evacuation, to include evacuation routes, shelter sites, procedures for addressing medical needs, transportation, and emergency notification to parents/guardians;
- Designation of an emergency response team;
- Access to floor plans, blueprints, schematics of school interior, grounds, and road maps of surrounding area;
- Internal and external communication systems;
- Implementation of an incident command center (ICS);
- Coordination with Statewide Disaster Mental Health Plan;
- Procedures to review and conduct drills and exercises to test components of the plan;
- Policies and procedures for securing and restricting access to the crime scene.

Learners who are completing this course as a requirement of the SAVE legislation, should identify where the building level Emergency Response Plan is located in their school. The learner should become familiar with the policies and procedures for responding to any school emergency, including a situation of violence.

III. Codes of Conduct

Each school is required to adopt codes of conduct for the maintenance of order on school grounds. The rules of conduct must apply to teachers, students, personnel and visitors

The Code of Conduct must include, at a minimum:

- Appropriate dress and language
- Security issues
- Removal from the classroom
- Disciplinary procedures for those who violate the Code of Conduct
- Policies and procedures for detention, suspension, and removal of the disruptive pupil
- Procedures for reporting Code violations and imposing penalties
- Provision to insure compliance with State and Federal laws in relationship to students with disabilities
- Provisions for notifying law enforcement of violations (e.g., violent crimes)
- Procedures for parental notification
- Committee to review actions relating to the Code
- Procedures regarding PINS petitions and juvenile delinquency provisions
- Procedures for referral to human services agencies
- Minimum suspension periods for students who are repeatedly and substantially disruptive
- Minimum suspension periods for acts that qualify a student as violent

District-wide School Safety Plans, Building Level Emergency Response Plans, and Codes of Conduct, are subject to public hearing, reviewed and updated annually, and filed with the Commissioner of Education no later than 30 days after adoption.

IV. Teacher Authority/Principal Authority

Consistent with the Code of Conduct, this authority allows teachers to remove disruptive or violent students from the classroom, utilizing appropriate procedural safeguards for affected students.

Principals are added to those empowered to suspend students from school entirely, without specific board delegation of that authority.

Required in the Codes of Conduct, school districts must include minimum periods of suspension for violent or repeatedly disruptive pupils.

> A **disruptive pupil** is defined as one who is substantially disruptive of the educational process or interferes with the teacher's authority over the classroom.

> A **violent pupil** is defined as one who
> - Commits an act of violence on a teacher, other school district employee, or fellow student
> - Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon
> - Knowingly and intentionally damages or destroys school district property

Removal procedures:

- Teachers report and refer violent pupils to administration for minimum suspension period.
- Administration has the authority to suspend for up to five days without delegation from the board of education.

- District shall implement policies and procedures to provide for continued educational programming for removed pupil.
- Student must be informed of the reason for removal by teacher.
- Principal must be informed of reason for student removal by teacher.
- Sets time lines for negotiations of removal to student and parent.
- Requires notification of charges and an explanation for suspension with timelines as required by legislation.

V. *Uniform Violent Incident Reporting*

In order to effectively deal with the problem of unsafe schools, data must be collected in a systematic and unbiased manner. Each school district, each school building, each person within the school environment must approach the prevention of violence utilizing the policies and procedures outlined within the School Safety Plan which are consistent with all other policies within the educational environment. Each violent act must be defined and must be specific in order for the response to violence to be applied evenly throughout the system. Only through such consistency can the data that is collected be useful in helping to evaluate the effectiveness of violence prevention strategies.

This section of the legislation that addresses the uniform incident reporting was established by the New York State Education Department and the New York State Department of Criminal Justice Services. Schools are required to report annually to the Commissioner of Education on the following:

- Number and types of violent incidents;
- Number of suspensions and other forms of discipline;
- Location where incidents occurred;
- Whether the incident involved a weapon;
- Actions taken by the school;
- Ages and grades of disciplined pupils;
- The nature of the victim and victim's age when appropriate.

This includes an annual report to the governor and the legislature regarding the prevalence of violent incidents on school grounds and at school-sponsored functions and inclusion of such information on school report cards.

VI. *Instruction in Civility, Citizenship, and Character Education*

School districts are required to include a civility, citizenship, and character education component in the K-12 course of instruction concerning the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and other positive traits.

VII. *Health Curriculum*

The Board of Regents is required to review the current health curriculum requirements to ensure that students have sufficient time and instruction to develop the skills needed to address issues of violence prevention and mental health.

NYS's educational mandates are based on a skills-based approach in six critical areas (NYSCSS, 2001):

- Communication;
- Decision making,
- Planning and goal setting;

- Self-management;
- Stress management; and
- Advocacy.

VIII. Interpersonal Violence Prevention Education

The Commissioner of Education is to develop and distribute an interpersonal violence prevention package to schools for use in health and related areas.

IX. School Violence Prevention Training

The legislation also set the requirement that all individuals seeking certification as of February 2001 must have completed a two hour course in violence prevention, such as the one you are now taking. However, this training provides an overview regarding the SAVE legislation, so that the learner understands that violence prevention and training for violence prevention in the school is part of a comprehensive plan for school safety. The mandatory training that you are now engaged in is just the beginning. Additional Violence Prevention training must be included in the Superintendent's Conference Days annually. Violence prevention training for current staff must be addressed in the annual professional development plan.

X. Whistle Blower Protection

Protection is provided for those employees who report violent incidents. Employees may not be disciplined or fired for reporting violent incidents and are protected from any civil liability.

XI. Fingerprinting

School district employees and applicants for certification are required to be fingerprinted for a criminal history background check in order to be cleared for employment. Volunteers are not required to be fingerprinted.

The SAVE legislation allows that current employees of a school district are not required to be fingerprinted. However, should a current employee terminate employment and seeks employment in a different school district, the individual must undergo the fingerprinting process. The law also applies if a currently certified individual applies for additional certification, for example if a teacher applies for an administrator's certificate.

The New York State Education Department will collect the fingerprints and a processing fee from each applicant and submit to the NYS Department of Criminal Justice Services. Provisions exist for a waiver of the fee for applicants for employment who demonstrate to the district that payment of the fee would create a financial hardship. Criminal history records, if any, will be sent by the NYS Department of Criminal Justice Services and the FBI to the NYS Education Department for review and consideration of whether any convictions or outstanding arrests justify denial of clearance for employment or certification. Applicants who are denied clearance will be afforded an opportunity to challenge the determination by the NYS Education Department and to review and challenge content of criminal history records through the NYS Department of Criminal Justice Services process.

XII. Assaults on Teachers

Penalties for assaults on teachers were increased in the SAVE legislation. They went from a Class A misdemeanor to a Class D felony.

XIII. Child Abuse Reporting

In July, 2007 the Child Abuse Reporting laws were revised. As mandated reporters, school officials who include, but are not limited to: school teachers, guidance counselors, school psychologists, school social workers, school nurses, school administrators, or other school personnel required to hold a teaching or other administrative license or certification, must report their suspicions of child abuse or maltreatment/neglect directly to the New York State Central Registrar (SCR). In New York State the mandated reporter express line is: **1.800.635.1522.**

Reflecting the recent changes to the child abuse reporting laws, whenever a mandated reporter suspects child abuse or maltreatment while acting in her/his professional capacity as a staff member of a medical or other public or private institution, school, facility or agency, he or she must report the child abuse, as required by law and then immediately notify the person in charge of that school, facility institution or her/his designated agent. That individual is then responsible for all subsequent administrative efforts related to that report.   Any report must include the names, titles and contact information for each staff person in the institution who has direct knowledge of the allegations in the report. The law does not require more than one report from the institution, school, facility or agency on any one incident of suspected abuse or maltreatment.

The 2007 changes made by the New York State Legislature clarified that **reporting internally to the person in charge does not discharge the mandated reporter's obligation to report to the State Central Register.** Additionally, the revised law states that any person in charge of a medical or other public or private institution, school, facility or agency may not prevent the staff member, who is a mandated reporter, from making a report. The revised law specifically states that no retaliatory personnel actions can be taken against mandated reporters by the institution. Additionally, 2007 revision to the law stated that no school, school official, child care provider, foster care provider, residential care facility provider, hospital, medical institution provider, or mental health facility provider may impose additional conditions about reporting, such as prior approval or prior notification, upon any staff members who are mandated reporters of child abuse and maltreatment.

Individuals who comply with the reporting requirements in good faith will be entitled to immunity from any civil or criminal liability that might otherwise result from such actions.

For more information about Child Abuse Identification and Reporting, The New York State Mandated training, go to https://www.accesscontinuingeducation.com/ACE2000/course.htm.

XIV. Prohibition of Silent Resignations

The SAVE legislation ends the practice of allowing persons to resign rather than disclose allegations of child abuse. It is now a Class E felony, punishable by up to four years in prison, and a civil penalty not to exceed $20,000 for those superintendents who allow employees to resign under such circumstances.

XV. Teacher Discipline

The SAVE legislation provides for a range of discipline measures. In addition to revocation of a teaching certificate, discipline will now include suspension, continuing education, limitation on certificates and monetary fines.

XVI. Court Notification

Family and criminal courts are to notify schools about juvenile delinquency adjudications. This will help to increase the coordination between the juvenile justice system and the schools. It requires schools to appoint a Designated Educational Official (DEO) to receive records and coordinate student's participation in programs.

Such notification and coordination cannot be part of the student's permanent record; information can only be used in the execution of the student's educational plan.

Conclusion

The issue of violence in our society is complex and no one course will be able to arm the learner with the knowledge and skills to prevent violence in the schools. However, it is important for employees of New York State schools to understand that a comprehensive approach to safety and the prevention of violence exists and that laws, policies, procedures, educational interventions exist to help promote safety and to intervene effectively when violence does occur.

The learner is urged to identify and review the District Safety Plan as well as the Building Level Emergency Response Plan of the facility where you will spend the school day.

Resources

New York State Resources

New York State Police
Programs for schools and communities
518-457-2180
New York State Education Department
Comprehensive Health and Pupil Services Team
518-486-6090
Upstate Center for School Safety
914-255-8989
Downstate United Way
New York City Technical Assistance Center
212-973-3894
New York State Office of Mental Health
School-based program and county mental health services
518-474-8394
New York State Office of Children & Family Services Public Information
Aggression Replacement Training (ART)
Getting Kid Smart
518-473-7793
Office of Alcoholism and Substance Abuse Services
School and community-based prevention, intervention and treatment programs
800-522-5353
New York State Department of Health
Public Information
518-474-5422
New York State Division of Criminal Justice Services
Office of Funding & Program Assistance
518-457-8462
Council on Children and Families
Resource guides from child serving state agencies
518-474-6294

National Resources

United States Department of Education
Safe and Drug Free Schools

202-260-3954
Online:www.ed.gov/offices/OESE/SDFS
Safe Schools and Violence Prevention Office
Safe Schools: A Planning Guide for Action
916-323-2183
Online: www.cde.ca.gov/spbranch/safety/index.html
Safe Schools, Safe Students (manual)
A guide to Violence Prevention Strategies
202-289-9070
Online: www.drugstrategies.org
Center for Safe Schools
Toolkit for School Safety Planning
Online: www.center-school.org
Crisis Prevention Institute, Inc.
Non Violent Crisis Intervention Training Programs
800-558-8976
Online: www.crisisprevention.com
Youth Crime Watch America
Peer programs to reduce crime and drugs in schools
305-670-2409
Online: www.ycwa.org
National PTA
800-307-4782
Online: www.pta.org
National School Safety Center
805-373-9977
Online: www.nssc1.org
National Crime Prevention Council
202-466-6272
Online:www.ncpc.org
American Association of School Administrators
703-528-0700
Online: www.aasa.org
Big Brothers Big Sisters of America
215-567-7000
Online: www.bbbsa.org
Boys and Girls Clubs of America
404-815-5700
Online: www.bgca.org
Center for the Prevention of School Violence
800-299-6054
Online: www2.ncsu.edu/ncsu/cep/PreViolence

References

Bandura, Albert. (1986). *Social Foundations of Thought and Action: A Social-Cognitive Theory.*
Prentice Hall Publishing: Englewood Cliffs, NJ.

Centers for Disease Control and Prevention (CDC). (2008). The Public Health Approach to
Violence Prevention. Retrieved February, 2008 from
http://www.cdc.gov/ncipc/dvp/PublicHealthApproachTo_ViolencePrevention.htm.

Centers for Disease Control and Prevention (CDC). (2008a). Youth Behavior Surveillance
System, Violence Prevention Fact Sheet. Retrieved July, 2008 from
http://www.cdc.gov/HealthyYouth/injury/state-facts.htm.

Centers for Disease Control and Prevention (CDC). (2007). The effectiveness of universal school-based programs for the prevention of violent or aggressive behavior. *Morbidity and Mortality Weekly Report,* 56, RR7, August 10, 1007. Retrieved January, 2008 from http://www.cdc.gov/mmwr/PDF/rr/rr5607.pdf.

Centers for Disease Control and Prevention (CDC). (2007a). Youth Violence Fact Sheet. Retrieved January, 2008 from http://www.cdc.gov/ncipc/factsheets/yvfacts.htm.

Centers for Disease Control and Prevention (CDC), National Center for Injury Prevention and Control (NCIP). (2002). *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action.* Retrieved October, 2007 from http://www.cdc.gov/ncipc/dvp/bestpractices.htm.

Centers for Disease Control and Prevention (CDC). National Center for injury Prevention and Control (NCIP). (no date). Youth Violence Prevention. Retrieved June, 2008 from http://www.cdc.gov/ncipc/dvp/YVP/school_violence.htm.

Dwyer, K., Osher, D., and Warger, C. (1998). *Early warning, timely response: A guide to safe schools.* Washington, DC: U.S. Department of Education. Retrieved February, 2008 from http://cecp.air.org/guide/guide.pdf.

Dwyer, K. and Osher, D. (2000). *Safeguarding Our Children: An Action Guide.* Washington, D.C.: U.S. Departments of Education and Justice, American Institutes for Research. Retrieved August, 2008 from http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf

National Education Association (NEA). (2007). *School Crisis Guide.* Retrieved November, 2007 from http://neahin.org/crisisguide/.

National School Safety Center (NSSC). (1998). Checklist of Characteristics of Youth Involved in school associated violent deaths. Referenced in UCLA's Mental Health in Schools, Program and Policy Analysis' *Violence Prevention and Safe Schools.* (2005). Retrieved August, 2008 from http://smhp.psych.ucla.edu/pdfdocs/violence/violence.pdf

National Youth Violence Prevention Resource Center (NYVPRC). (2007). Bullying Facts and Statistics. Retrieved October, 2007 from http://www.safeyouth.org/scripts/topics/bullying.asp.

National Youth Violence Prevention Resource Center (NYVPRC). (2007a). Youth Gangs and Violence. Retrieved October, 2007 from http://www.safeyouth.org/scripts/faq/youthgang.asp.

New York State Education Department (NYSED). (2007). Press Release: *27 Schools Named As "Persistently Dangerous" Under NCLB.* August 21, 2007. Retrieved November, 2007 from http://www.emsc.nysed.gov/irts/press-release/20070821/documents/DangerousSchoolsRelease8-21-07.doc.

New York State Office of Mental Health (NYSOMH). (2000). Violence Prevention: Creating Safer Schools in New York State. Retrieved November, 2007 from http://www.omh.state.ny.us/omhweb/sv/SchlViol.htm.

Thornton, T.N., Craft, C.A., Dahlberg, L.L., Lynch, B.S., Baer, K. (2002). *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action (Rev.).* Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

US Department of Education (USDE). (2003). No Child Left Behind: A Parents Guide. Retrieved November, 2007 from http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf.

US Department of Education (USDE). (2000). Safeguarding Our Children: An Action Guide. Retrieved November, 2007 from http://www.ed.gov/admins/lead/safety/actguide/action_guide.pdf.

US Department of Justice, Bureau of Justice Statistics and The National Center for Education Statistics. (2005). Indicators of School Crime and Safety, 2005. Retrieved October, 2007 from http://www.ojp.usdoj.gov/bjs/abstract/iscs05.htm.

Course Test

*If you have downloaded the course off the Internet and wish to submit your test online you must return to our website (www.accesscontinuingeducation.com) to do so.

1. The Safe Schools Against Violence in Education (SAVE) legislation, enacted in 2000, requires a comprehensive approach to the prevention of school violence. This law requires those who are seeking educational certification in New York State to complete a 2-hour violence prevention training course. Additional Violence Prevention training must be included in the Superintendent's Conference Days annually.
    A. True.
    B. False.

2. The SAVE legislation incorporates which of the following domains:

    A. Public health, ecological and legal/regulatory.
    B. Education, public health and mediation.
    C. Education, legal/regulatory and environmental.
    D. None of the above.

3. Classroom management is facilitated through all the following components of the SAVE legislation **EXCEPT**:

    A. Codes of Conduct that identify for student behavior.
    B. Authority is provided to teachers to remove disruptive or violent students from the classroom.
    C. Silent Resignations that allow teachers to resign rather than disclose child abuse.
    D. District-wide and School Building Safety Plans that delineate procedures for intervening in violent or disruptive behavior, including plans for coordination with law enforcement and mental health professionals.

4. A potential individual risk factor for violent behavior in students is

    A. A strong positive bond with family or another adult.
    B. Involvement in drugs, alcohol or tobacco.
    C. Resilient temperament.
    D. Adults in community involved in criminal behavior.

5. Peer/Family Protective Factors include all of the following **EXCEPT**:

   A. Association with delinquent peers.
   B. A strong positive bond with family or other adults.
   C. Adults who set clear standards for behavior and those who show the benefits and consequences of behavior.
   D. Perceived parental expectations about school performance are high.

6. Community Risk Factors for potential violent behavior include:

   - Diminished economic opportunities;
   - High level of transiency;
   - High level of family disruption;
   - Low levels of community participation;
   - Socially disorganized neighborhoods;
   - Poverty;
   - Availability of drugs and firearms;
   - Neighborhood adults involved in crime;
   - Exposure to violence and racial prejudice.

   A. True.
   B. False.

7. Policies and procedures for the management of threats of violence and acts of violence are uniform throughout each School District, as Districts must develop a Comprehensive District-wide Safety Plan. Additional policies and procedures are required, per the District-wide Safety Plan component of the SAVE legislation, to address specific prevention strategies such as conflict resolution and peer mediation, for example, as well as:

   A. Policies and procedures for contacting family and law enforcement.
   B. Protocols for responding to bomb threats, hostage taking, intrusion and kidnapping.
   C. Training on early detection of potentially violent behaviors and developing strategies to improve communication among students and between students and staff.
   D. All the above.

8. In contrast to the District-wide Safety Plans, the Building Level Emergency Response Plan addresses the management of crises that occur in the school building, including:
   - Designation of an emergency response team;
   - Policies/procedures for safe evacuation of the building, including evacuation routes, shelter sites, addressing medical needs, transportation and emergency notification to parents/guardians;
   - Implementation of an Incident Command Center (ICS) with coordination to Statewide Disaster Mental Health Plan and internal and external communication systems.
   - Procedures to conduct drills and exercises to test the plans and review the plans.
   - Policies/procedures for securing the crime scene.

   A. True.
   B. False.

9. In the SAVE legislation, penalties for assaults on teachers were:

    A. Increased from a Class A misdemeanor to a Class D misdemeanor.
    B. Decreased from a Class D felony to a Class A misdemeanor.
    C. Increased from a Class A misdemeanor to a Class D felony.
    D. Decreased from a Class D misdemeanor to a Class A misdemeanor.

10. Data must be collected in order to evaluate the effectiveness of violence prevention strategies. In regard to the Uniform Violence Reporting component of the SAVE legislation:

    A. Data must be collected in a systematic and unbiased manner.
    B. Consistency in approaching the prevention of school violence requires that each person within the school environment follow the policies and procedures outlined in Safety Plans.
    C. All acts of violence must be defined and must be specific in order for the response to violence to be applied evenly throughout the system.
    D. All of the above.