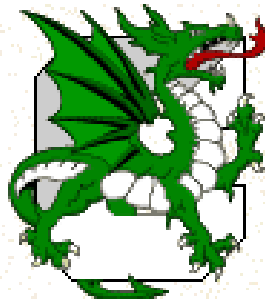


CORNWALL CENTRAL SCHOOL DISTRICT



SCHOOL DISTRICT SAFETY PLAN

THE "EMERGENCY MANAGEMENT PLAN"¹

- Approved on September 24, 1990 by the Board of Education;
- Revised under "Project SAVE"²: June 27, 2001
- Updated to reflect "New York State Safety Improvement Team" recommended to Education Law §2801-a & §807; September 2016.
- Updated to include
 - Public Health Emergency appendix; June 2021
 - Cyber Security; June 2022
 - Emergency Remote Instruction; June 2023

AUGUST 15, 2023

¹ The "Emergency Management Plan" approved on September 24, 1990 by the Board of Education; revised under New York State's Safe Schools Against Violence in Education (SAVE) law.¹ The plan and supplemental updates presented on July 10, 2023 for 30-day public comment period. On August 14, 2023, the District Board of Directors adopted all revisions.

² **Emergency Action Plan Standard.**

1. OSHA recommends that all employers have an Emergency Action Plan. A plan is mandatory when required by an OSHA standard. An Emergency Action Plan describes the actions employees should take to ensure their safety in a fire or other emergency situation.
2. On June 7, 2006 New York State enacted Article 2 Section 27-b of the New York State Labor Law entitled The Workplace Violence Prevention Act for Public Employees. This law requires public employers to develop and implement a Workplace Violence Prevention Plan. Employers defined in Section 2801-A of New York State Education Law are exempt from the provisions of the Workplace Violence Prevention Law since there is existing law requiring them to develop and maintain "school safety plans."



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Distribution of the Plan

District-Wide School Safety Plan must be posted on the district website in order to comply with Education Law §2801-a; and filed with the Commissioner of Education by submitting the web address/URL as part of the BEDS Report.

Building-Level Emergency Plans³ are confidential and should only be shared with members of the Building-Level Emergency Response Planning Team, authorized Department or school staff, and law enforcement; plans are not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

8 NYCRR Section 155.17 e (3) mandates that a copy of the Emergency Response Plan and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption; no later than October 15th of each year thru the Superintendents' Business Portal.

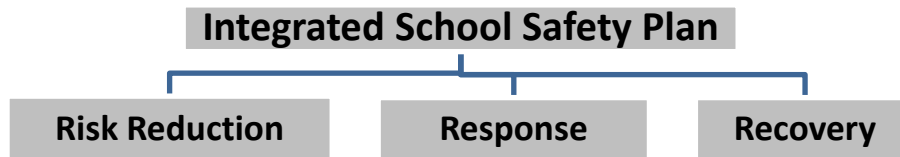
3. ³ "Questions and Answers Regarding Recent Statutory and Regulatory Changes, Related to School Emergency Response Planning; August 10, 2016; NYSED- Renee L. Rider, Assistant Commissioner; Office of Student Support Services.



INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. The Board of Education of the Cornwall Central School District recognizes its responsibility to adopt and amend a comprehensive District-wide School Safety Plan and Building-level Emergency Response Plans regarding crisis intervention, emergency response and management.

The District-wide school safety plan was *designed to prevent or minimize* the effects of serious violent incidents and emergencies, and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-wide school safety plan provides the “concept of operations” for all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. The integrated school safety plan consists of three components⁴, Risk Reduction (Prevention and Mitigation), Response and Recovery. Each component is vital to the effectiveness of the overall plan.



Risk Reduction/Readiness/Recognition: Prevention programs are the first component in an integrated school safety plan. The purpose of these programs is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. Our primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans are necessary to insure an effective response. By having an emergency response plan in place, schools will minimize the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: We must be prepared to assist students and staff in their emotional recovery from an emergency or disaster. To do this a Critical Incident Stress Management response plan is necessary to care for affected students and staff. Facilities recovery is another important consideration. It is important to have plans in place to get classes back in operation as soon as possible after the response is concluded.

How do you predict?

Events provide insight that bad things can happen, and have led to changes in building and fire codes since 1988.

- New London School, Texas , natural gas explosion; March 18, 1937;
- Cleveland Hill Elementary School near Buffalo, NY, furnace fire; March 31, 1954,
- Our Lady of the Angels School, Chicago, building fire; December 1, 1958
- The East Coldenham Elementary School, Newburgh, NY, Tornado; November 16, 1989

Others occasions required us to improve our building monitoring skills and increased our awareness to situations occurring within our schools and community:

- The World Trade Center terrorism attack; September 11, 2001.
- Columbine High School, Colorado, active shooter; April 20, 1999
- The Marjory Stoneman Douglas High School (Parkland); shooting; January 1, 2019.

During the coronavirus pandemic (COVID 19) there were 93 school shootings with casualties at public and private elementary and secondary schools in 2020-21, the highest number since 2000-01. This included happened on school property during remote instruction⁵.

Being prepared can reduce fear, anxiety, and losses that accompany disasters. People also can reduce the impact of disasters and sometimes avoid the danger completely. While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The

⁴ [Comprehensive Emergency Management Plan](#) for the Town of Cornwall and Village of Cornwall on the Hudson, NY; 2006

⁵ [Report on Indicators of School Crime and Safety](#): 2021; U.S. DEPARTMENT OF EDUCATION; NCES 2022-092, NCJ 304625



purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors, and not to try to match a student to a predetermined "profile".

What is a School Crisis?

School crisis can be organized into five categories.

1. Events Affecting Schools: Non-Emergency Crisis

Non-emergency crisis are events that negatively affect schools and to which schools must respond, but typically do not require an emergency response. Examples include the death of a student or staff member.

2. Medical Emergencies

Medical emergencies are those arising from health conditions as well as unintentional and intentional injuries. Examples include seizures, playground accidents, acts of violence and transportation accidents.

3. Critical Incidents at Schools

Critical incidents are events requiring an immediate response by public safety and/or emergency management officials; school shootings, situations involving hostage, or gas leaks. These types of crisis typically involve the activation of a school incident command system.

4. Emergencies Affecting Schools

Emergencies affecting school are events typically not occurring on school property, but constituting a threat to the school. Events could include local bank robbery, terrorism threats or an Indian Point Power Point Leak.

5. Natural Disasters and Building System Failures

Natural disasters include floods, tornadoes and other emergencies arising from natural events or building system failures.

How the safety plan was developed and revised⁶

The Safety Plans were revised by the District-wide School Safety Team and Building-level School Safety Team with the support of the Orange Ulster BOCES Risk Management Department in 2001.

- These documents followed guidelines created by the Federal Emergency Management Agency (FEMA), utilizing components from FEMA E362, the Multi-hazard Safety Program for Schools, documents from the FBI Bomb Data Center, State Emergency Management Office, NYS Police, NYS Center for School Safety and NYS Education Department.
- These documents comply with Governor Pataki's Executive Order # 26 and President Bush's Homeland Security Presidential Directive-5 which required all agencies including school districts, to use the Incident Command System (ICS) for all emergencies.
- This plan was continually reviewed by school administration, and local law enforcement, fire service and emergency medical officials; utilizing additional components from the 2013 revised "New York State School Safety Guide" 2013, as well as lessons learned from the U.S. Department of Education's Office of Safe and Drug-Free Schools: "Emergency Response and Crisis Management Technical Assistance Center".
- Since September 2003, from interagency exercise and individual training programs have been reviewed and utilized to revise this plan; including a review of the March 10, 2010, Town of Cornwall and Village of Cornwall on the Hudson hazard identification and risk assessment; as well as the 2016, Town of New Windsor "HAZARD MITIGATION PLAN".
- In June 2016; The Board of Regents adopted emergency measures requiring district's to use the Building-Level Emergency Plan Template which was developed and distributed by the New York State School Safety Improvement Team⁷; (NYS BLS ERP version1 – 2/2015).
- Including amendments to Education Law §2801-a, December 2, 2020; regarding pandemic planning and emergency remote learning, 2023.

How to use the School Safety Plan

District Wide School Safety Plans: Comprehensive, district wide plans provide broad concepts, policies and procedures.

District wide plans outline strategies rather than provide details. The district plan focuses on district policy. It includes DASA and Code of Conduct requirements. District wide plans, approved by the Board of Education are open for public review.

Building Level Emergency Response Plans: Building level plans detail specific response strategies. Detailed plans show how school personnel and students respond in their building to an emergency. Details about evacuation and where students reassemble are included. Information specific to emergency communication between staff, responders and family is provided. Building level plans are confidential. They are protected from disclosure under Article 6 of the Public Officers Law, and should only be shared with members of the Building-Level Emergency Response Planning Team, authorized Department or school staff, and law enforcement.

⁶ Orange County Sheriff Security Assessment and Audit review team; December 2017

⁷ The New York School Safety Improvement Team included staff from the New York State Police, the New York State Education Department, the New York State Division of Homeland Security and Emergency Services, and the New York State Division of Criminal Justice Services.



The Cornwall Central School District School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the School District Board of Education, the Superintendent of School District appoints the District-wide School Safety Team and charged it with the maintenance of the District-wide School Safety Plan.

Identification of School Teams

The School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the school board, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

District’s Health, Safety, and Security Committee 2023-2024			
Superintendent/ “Chief Emergency Officer”	Mr. Terry Dade	Assistant Superintendent for Business	Harvey Sotland
Community Member	TBA	Community Member	Leah Johnson
CCSD Board of Ed. Member	Theresa Budich	CCSD Board of Ed. Member	John Edelen
CCSD Board of Ed. Member	Richard Schaffner	Teacher/CCTA President	John Hines
School Nurse	Katie Cowart	School Physician	Dr. Nicholas Belasco
PPS Secretary/Clerical Unit Member	Michele Kroemer	Emergency Manager – Cornwall Town and Village; Deputy EMS Coordinator; Community Member	Kurt Hahn
Middle School Principal/ Administrative Unit President	Kate Pumbo	Head Security Officer, DDT Security Services	Kathleen Finnerty
Director of Facilities	Walter Moran	Chief of Police: Town of Cornwall	Joseph Gebert
Director Health, Safety & Aquatics	John Pinckney	Chief of Police: Village of C-o-H	Steve Dixon

Concept of Operations

Multi-hazard emergency planning can help reduce the magnitude of an emergency by saving lives and protecting property. A comprehensive Plan should address all hazards including:

- Natural hazards (floods, tornadoes, etc.)
- Technological hazards (nuclear accidents, power outages, etc.)
- Human-made hazards (hazardous material spills, terrorism).

Only a comprehensive planning effort can addresses **the phases of crisis planning**

- **Risk Reduction (Prevention and Mitigation)**
 - Prevention-mitigation (risk reduction)
 - Preparedness
- **Response, and**
- **Recovery with respect to a variety of emergencies in the school district and its schools.**

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Guidelines reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans. Detailed planning objectives and planning assumptions will be described in detail within the building level plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response (Strike) Team⁸. Actions taken by the Building Emergency Response Team will be identified within each building level plan.

Building-Level Emergency Plans are confidential and should only be shared with members of the Building-Level Emergency Response Planning Team, authorized Department or school staff, and law enforcement; plans are not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

⁸ “Strike Teams”: “Incident Command System” language for a set number of resources of the same kind and type with common communications operating under the direct supervision of a Strike Team Leader.



Threats are alarming statements or behaviors that give rise to concern about subsequent violence. The Cornwall Central School District establish a Threat Assessment Team – Team members consist of Superintendent of Schools, Business Administrator, Guidance Counselors, School Psychologist, Head Custodian, School Attorney, Local Law Enforcement, State Police and the County Crisis Team.

1. **All threats will be considered serious until determined otherwise.**

The Superintendent of Schools and/or his designee will determine if the Threat Assessment Team needs to be partially or fully activated.

The range of threats may include bomb threats, threats against children by parents/guardians in custody battles, personal vendettas between students or gangs, threats against teachers or staff involved in domestic conflict, threats of retaliation, efforts to intimidate, and any other type of alarming behavior that involves members of the school community or its property.

The Family Educational Rights and Privacy Act (FERPA)⁹ is the federal law that dictates what information school officials are allowed to disclose regarding individual students. School records and personally identifiable information are all protected under FERPA. Schools are expected to **balance the privacy of individual students with the safety of fellow students and staff**. FERPA requires written consent before disclosing information about a student, **except in certain situations**.

What information is not protected by FERPA?

- Information obtained through a school official’s personal knowledge or observation, and not from the student’s educational records, is not protected by FERPA and can be disclosed to appropriate authorities or professionals without consent.

When is it OK to disclose information about a student without parental consent?

- FERPA expressly permits appropriate disclosures in times of actual or potential emergency and in various less drastic circumstances in which an individual seeks to communicate sincere concerns for a student’s well-being.
- When a student is at risk to be harmed, FERPA allows disclosure to appropriate parties if the knowledge of the information is necessary to protect the health and safety of other individuals.

2. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Building Principal, or any Cornwall Central administrator. This will be followed by notification of the parent of the student. The appropriate disciplinary action will be taken up to and including suspension and referral for prosecution.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threat of violence to students, themselves, others or property.
4. The Building Principal must notify the appropriate local law enforcement agency of those violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Building Principal learns of the violation. The notification may be made by telephone, followed by written notification on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constitute a crime.
5. School administrators must keep a record of serious threats and acts of violence and report them annually to the state.
6. Facility access is controlled by the use of a single point of entry system into each of its facilities.
 - ✓ All doors are locked.
 - ✓ Visitors are screen with a visitor management system.
 - ✓ Visitors are required to wear “identification”, and access is limited to specific locations. Whenever possible, escorting visitors is encouraged.
 - ✓ Visitors without identification will be directed to the sign-in area by all staff.

⁹ “Guide for Preventing and Responding to School Violence”; 2nd Edition 2007; Bureau of Justice Assistance U.S. Department of Justice



Threat Assessment

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g., students, staff, teachers, and others) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant¹. The Secret Service's National Threat Assessment Center (NTAC) provides suggestions for threat assessment investigations. These suggestions were developed primarily for preventing the assassination of public officials so they may not be applicable to all school situations.

To identify threats, school officials are advised to:

- **Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions.**
- **Focus on individuals who pose a threat, not only on those who explicitly communicate a threat.**

Once individuals who may pose a threat have been identified, key questions should guide the assessment of the threat. These questions have been identified within the building level plans.

Prevention - The Role of School Administrators, Teachers, and Staff

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, etc. School administrators should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and administrators set the climate of safety within schools, teachers, especially, must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school.

- **School Security**

It is the responsibility of District administration to administer discipline in response to student misconduct that violates the District's Code of Conduct.

The level of physical security may need to be modified in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary and middle/senior high schools. See "Building Level Response Plans" for specific school security procedures.

During a comprehensive school safety audit the schools' physical design, safety policies, and emergency procedures will be reviewed as needed by the District's Safety and Health Committee. This assessment will be conducted in cooperation with law enforcement, school security staff, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students and other school community members.

- **Reporting¹⁰ (All threats will be considered serious until determined otherwise.)**

The Cornwall Central School District encourages and enables students, teachers, and parents/guardians to report threats and acts of violence, or any violation of the Code of Conduct to the Principal or, in his/her absence, the acting Principal.

¹⁰ Cornwall Central School District; "Code of Conduct"; BOE Policy #5300; Adopted: September 24, 2007; Updated: 2019.



Teachers and other District personnel shall immediately report violent students to the Principal or Superintendent of Schools.

The District will report any acts of violence against persons that may constitute a felony or misdemeanor and other violations of the Code of Conduct, which may constitute a felony to the appropriate local law enforcement agency when the actor is over the age of 16. When necessary, the District will file a complaint in criminal court against the offender.

The District will report any violations of the Code of Conduct, which constitute a crime, when the offender is under the age of 18 to the appropriate human services agencies and may report the same to the local law enforcement agency. When necessary, the District will file a juvenile delinquency petition or a person in need of supervision (PINS) petition in Family Court.

• Student Rules¹¹

The District's primary concern in establishing a Code of Conduct is to enable our young people to become responsible, respectful and caring citizens within the school and community. The BOE is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools. The safety of our students and staff, and the social and emotional growth of our students are of primary concern in the implementation of this code. To this end, we expect our parents/guardians to assume primary responsibility for the control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. In order to achieve the desired outcome, the school will foster a high degree of parent school communication.¹²

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The student's prior disciplinary record
- The nature of the offense and the circumstances which led to the offense.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other circumstances..

As a general rule, discipline will be progressive. Both the student and their Parents/Guardians are required to sign a form stating they have received and understood this document, and return it back to the building principal's office. More information can be found within the "Code-of-Conduct"; revised, August 2022 at www.cornwallschools.com.

One method staff may use is "The LEAST method" which was evolved in five discrete phases: (1) basic research, (2) development, (3) piloting, (4) refinement, (5) applied research; The Michigan Project and Northern Michigan University.

Leave things alone when no problems are likely to ensue

End the action indirectly when the behavior is disrupting classroom activities

Attend more fully when you need to obtain more information and/or communicate

Spell out directions when disruption and/or harm will occur

Track student progress when following through to evaluate and reinforce behavior.

¹¹ "Compliance Notice to Parents" – Letters and notice distributed to all students/parents at the beginning of the school year.

¹² Introduction, Code of Conduct, Cornwall Central School District, Revised August 2022; Code of Conduct Revised: February 2018



The school district developed the “Code of Conduct” to explain the expectations on behavior while at school, on school property or at school events. Visit www.cornwallschools.com for more information.

• Anti-Bullying Programs

Bullying is a range of behaviors, both verbal and physical, that intimidates others by creating a hostile environment or abuse and often leads to antisocial and unlawful acts. Bullying has or would have the effect of unreasonably and substantially interfering with student’s educational performance, opportunities, or mental, emotional or physical well-being; causing fear for physical safety, physical injury or emotional harm to a student. It can occur off and on school property. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence.



Bullying should neither be thought of as a "kids will be kids" occurrence nor accepted as a way of life. The Cornwall Central School District clearly encourages and enables students, teachers, and parents/guardians to report bullying activity. Procedures for reporting are described within the District’s Code of Conduct. These procedures address with whom and under which circumstances information will and will not be shared. Program initiatives are described later within this document, visit the district website “Parent Resources” at www.cornwallschools.com for more information on “Keeping Kids Safer on the Internet”.

• Anti-Gang Programs

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence.

All though no such activity has been identified, The Cornwall Central School district’s School Security Personnel works closely with the school district and helps to identify and deter the presence of gangs and their activities.

• Suicide Prevention

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by police, which also could be considered a form of suicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others.

The Cornwall Central School District encourages and enables students, teachers, and parents/guardians to report threats and acts of violence. Procedures for reporting are described within the District’s Code of Conduct. as well as described within section 3: Response; “Tips for Administrators in Response to Suicide.”

Suicide Dos and Don’ts

The following “DOs” and “DON’T”s” will help school staff limit glamorization of suicide:

- Do verify the facts, and treat the death as a suicide.
- Do acknowledge the suicide as a tragic loss of life.
- Do provide support for students profoundly affected by the death.
- Do emphasize that no one is to blame for the suicide.
- Do not dismiss school or encourage funeral attendance during school hours.
- Do consider establishing up a fund for contributions to a local suicide prevention hotline or crisis center or to a national suicide prevention organization.

• Programs to Reduce Isolation and Alienation and to Promote Respect

The Cornwall Central School District creates an environment and encourages programs that promote self-respect and respect for others. An example of this is the “Positive Behavioral Intervention and Support” initiative within the high school.



“Positive Behavioral Interventions and Support” (PBIS)¹³ is a research based intervention system to create a positive school environment, culture and climate in order to help students be successful academically, socially and behaviorally.

Rather than focusing on reactive measures such as in traditional discipline models; PBIS programs seek to proactively support students (thus making misbehavior less reinforcing and desirable) while positive behaviors are rewarded through positive reinforcement. When implemented consistently and effectively Positive Behavioral Interventions and Support significantly cuts down on the number referrals, discipline, and undesired behavior.

The objective of a “Positive Behavioral Interventions and Support” program is to create an environment that encourages ALL students to be invested and involved in their high school community while feeling individually valued and encouraged as successful students both academically and behaviorally.

Additional program initiatives can be found in the “Risk Reduction and Prevention” section of this document.

- **Arson and fire prevention instruction**

Section 808 of State Education Law mandates that every school in New York State must provide a minimum of 45 minutes of instruction in arson and fire prevention for each month school is in session. The instruction is required for all students, and should include such topics as identification of a variety of conditions in the home, school, and community that may lead to fires; procedures to follow in the event of fire in the home, school and the community; and preventative measures that may reduce the risk of fire and arson. Instruction is required in grades K-12, and may be provided by classroom teachers or community resource personnel as designated by the principal.

- **Drug Free-Schools and Community**

The purpose of this part is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

- **Anti-Bullying Programs**

Bullying is a range of behaviors, both verbal and physical, that intimidates others and often leads to antisocial and unlawful acts. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a "kids will be kids" occurrence nor accepted as a way of life. The Cornwall Central School District clearly encourages and enables students, teachers, and parents/guardians to report bullying activity. Procedures for reporting are described within the District’s Code of Conduct as well as described within the building level plans. These procedures address with whom and under which circumstances information will and will not be shared. See: Appendix E: (Available on www.cornwallschools.com: “Parent Resources” or “Anti-Bullying Resources”).

- **Anti-Gang Programs**

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence.

All though no such activity has been identified, The Cornwall Central School district’s School Security Personnel works closely with the school district and helps to identify and deter the presence of gangs and their activities.

- **Suicide Prevention**

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by police, which also could be

¹³ Tanya Rinehart; NYS Certified School Psychologist; 2016



considered a form of suicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others.

The Cornwall Central School District encourages and enables students, teachers, and parents/guardians to report threats and acts of violence. Procedures for reporting are described within the District's Code of Conduct as well as described within section 3: Response; "Tips for Administrators in Response to Suicide."

- **Programs to Reduce Isolation and Alienation and to Promote Respect**

The Cornwall Central School District creates an environment and encourages programs that promote self-respect and respect for others. Building level programs are reviewed annually by the building level Safety and Health Committees, and are specified in section 2: Risk Reduction and Prevention.

ⁱ "The School Shooter: A THREAT ASSESSMENT PERSPECTIVE"; Department of Justice: Federal Bureau of Investigation, 2002. ATF "School Firearms Related Violence and Incidents Overview 2005-2007"; August 28, 2008.