



Risk Reduction/Prevention, Intervention and School Security Strategies

Risk Reduction/Prevention and Intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such emergency if it does occur.

1. PROGRAM INITIATIVES

Deterrence to Violence

Students who are engaged and connected to their schools demonstrate increased academic achievement, attendance rates, and participation in activities. Youth ages 8 to 15 ranked bullying as more of a problem in their lives than discrimination, racism, or violence. According to the 2019, data from the National Crime Victimization Survey¹ 22% of students surveyed reported bullying at school. If a child feels unsafe, learning cannot occur.

- **Code of Conduct**

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; [parents, code of conduct & compliance notice](#) for more information.

- **Provide Character Education/ Peer Mediation/ Conflict Resolution**

Elementary School Programs

- Mindfulness Training
- Anti-Bullying Board
- Peace Week
- Character Counts Week
- Morning Opening Character Traits “Character Building”
- Kids Helping Kids Campaign
- Making Friends Program; Inclusion Training

Middle School Programs:

- **Bully Prevention Program**

- Cell Phone Etiquette - grades 5th and 6th
- Think Before You Send- grades 7th and 8th
- Cyber-Bullying and Online Safety- A workshop for parents
- Rachel's Challenge- To promote anti-bullying themes and positive character traits.
- Be a Friend, Don't let Others

- Obligations of Citizenship presented within the Social Studies Curriculum
- Positive Psychology – “Choose Love Movement”

High School Programs

- Safe School Ambassadors: Harnessing Student Power To Stop Bullying And Violence
 - Students see hear and know things that adults don't, and can intervene in ways adults can't.
 - Students influence – and can change – the social norms that make bullying and violence acceptable and allow these incidents to occur

- **Staff training**

- Suspected Child Abuse and Maltreatment
- Dignity for All Students Act (DASA) – Bully Awareness
- McKinney-Vento Homeless Assistance Act
- Children placed in foster care – state transportation policy
- National School Lunch and Breakfast Program
- Mental Health Awareness “CARE”
 - **C**-be **CONSCIOUS** of your student's behavior
 - **A**-be **ALERT** to signs of serious mental health issues
 - **R**-do **REFER** to your principal, nurse, social worker, or guidance counselor
 - **E**-so **EVERYONE** is responsible for caring for our students

¹ “Report on Indicators of School Crime and Safety: 2021; U.S. DEPARTMENT OF EDUCATION; NCES 2022-092; NCJ 304625



SECTION II: READINESS & RECOGNITION (STAFF MEMBER AND/OR THREAT ASSESSMENT TEAM)

- **Tips for Parents and Children when dealing with Bullies²**

A child may be getting bullied if he:

- Returns from school with damaged or missing clothing, books or belongings.
- Has unexplained cuts, bruises or scratches.
- Has few, if any, friends.
- Appears afraid of going to school.
- Has lost interest in schoolwork.
- Complains of headaches or stomach aches.
- Has trouble sleeping or has frequent nightmares.
- Appears sad, depressed or moody.
- Appears anxious or has poor self-esteem.
- Is quiet and passive.

Tips for parents in helping children deal with bullies

- Teach children to be assertive, rather than aggressive or violent, when confronted by a bully.
- Instruct them to walk away and get help from an adult in more dangerous situations.
- Practice various responses to bullying with your children through role-playing.
- Encourage children to share information about school-related activities.
- Inform school officials of bullying, and keep your own written records of names, dates and times of the incidents.
- Respond to your children's concerns with patience and support.

Tips for children who witness bullying

- Enlist an adult immediately if someone is in danger of getting hurt.
- Do not watch. If you cannot intervene, walk away.
- Do not react emotionally with laughter, or even a nervous giggle or snicker.
- Combat the rumor mill with the truth about a victim.
- Offer your support and friendship afterward.
- Report the incident, time and place to a teacher, counselor, school nurse or administrator.

2. TRAINING, DRILLS AND EXERCISES

All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the districts multi-hazards emergency plan on an annual basis. The orientation will focus on the district policies and procedures for fire evacuations and emergency response procedures, emergency communications and the districts incident command system. (Substitute Teachers and Teacher Aides will receive a fact sheet on the districts policies and procedures upon initial assignment).

- Each emergency response procedure will be reviewed annually as part of a regularly scheduled staff meeting.
- Building fire and emergency procedures will be tested a minimum of 12 times per school year.³ These procedures will be tested during the facility's fire evacuation drills. Four (4) of the twelve (12) fire and emergency drills held will involve a "lockdown" drill.

² Sources: National PTA, Sue Limber, associate director of the Institute on Family and Neighborhood Life, Clemson University.

³ **2020 Fire Code of New York State; Chapter 4 - Emergency Planning and Preparedness; 408.3.2 Group E occupancies.** The frequency and timing of drills shall be in accordance with the requirements of Section 807.1 of the Education Law, which requires not less than 12 drills annually, eight of which shall take place between September 1 and December 1. At least one-third of the drills shall use fire escapes, where provided. At least one drill shall be held during a lunch period, or pupils shall be instructed in procedures to be followed during a lunch period. ... At least two additional drills shall be held during the first week of summer school.



- School bus evacuation procedures will be practiced a minimum of 3 times per school year.
- The district will practice one early dismissal drill per school year to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures.
- The emergency plan for sheltering in the event of severe weather threat such as a tornado or thunderstorm will be practice on an annual basis to test alerting and warning procedures. Communications procedures, staff procedures and the movement of students to designated areas within the school building.
- The district will conduct one drill and/or exercises with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a “violent incident” on an annual basis.

3. School Security: Proprietary Information

4. Vital Educational Agency Information

Cornwall Central School District is located in Orange County, New York. It is about 60 miles North of New York City and 5 miles North of West Point Military Academy. Cornwall sits at the base of Storm King Mountain and has beautiful views of the majestic Hudson River. It includes the villages and town of Cornwall, Cornwall-on-Hudson, and a portion of the Village of Woodbury, Highland Mills and New Windsor.

STAFF: The District employs 262 teachers to educate over 2,980⁴ students, kindergarten through 12th grade. There are over 70 clerical and custodial staff members and approximately 110 additional personnel; Thirty-five other professional staff (counselors, social workers, psychologist, nurses, directors, etc); 69 paraprofessionals; 5 Assistant Principals; 5 Principals.

BUILDING: The School District operates three elementary schools (K-4), one middle school (5-8), one senior high school (9-12), a district office, buildings, and grounds facility.

5. Hazard Identification

The Cornwall Central School District will conduct annual fire inspections and building visual inspections. Every 5 years a license engineer will inspect the structure of each building and complete a “Building Condition Survey”. Periodically safety audits will be conduct with the support of Local and/or New York State Police.

Faculty and/or staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed to control any potential hazards associated within their work area. All concerns should forward to a member of the facility’s safety committee for further review. If immediate action is needed, the Building’s Principal should be contacted directly.

The district will continue to work with outside emergency response agencies and Orange-Ulster BOCES Risk Management Department to evaluate potential hazards associated in transporting and/or educating the children within our district.

6. Notification and Activation (Internal and External Communications)

Proprietary Information

7. Procedures for Obtaining Advice and Assistance from Local Government Officials

Proprietary Information

⁴ Student enrollment as of April 7, 2022.



SECTION II: READINESS & RECOGNITION
(STAFF MEMBER AND/OR THREAT ASSESSMENT TEAM)

Rapid Response Crisis Kit

Each school building will organize a Rapid Response Crisis Kit containing: “GOTTA GO BAGS” ARE SCHOOL EMERGENCY BAGS THAT ARE FILLED WITH SUPPLIES THAT YOU MAY NEED TO HAVE OR TAKE WITH YOU IN AN EMERGENCY. IT IS RECOMMENDED BY THE NEW YORK STATE POLICE THAT A MINIMUM OF TWO BAGS BE KEPT.

BUILDING LEVEL RAPID RESPONSE CRISIS KIT “GOTTA GO BAGS”		
INFORMATION FOR EMERGENCY RESPONDERS	ACCOUNTABILITY / EMERGENCY CONTACT NUMBERS	SUPPLIES AND EQUIPMENT
MASTER KEYS (MINIMUM 2 SETS) BUILDING LEVEL SAFETY PLAN <ul style="list-style-type: none"> • 10 BUILDING FLOOR PLANS (INTERNAL LAYOUT W/ ROOM #'S) • 5 EXTERIOR SCHOOL GROUND MAPS • MAP OF LOCAL AREA • UTILITY SHUT-OFF MASTER DIAGRAM WITH WRITTEN PROCEDURES • CLASSROOM TELEPHONE DIRECTORY • BELL AND BUS SCHEDULES 	COMPLETE STUDENT ROSTER WITH PARENT EMERGENCY CONTACT #'S. <ul style="list-style-type: none"> • DURING SCHOOL HOURS • AFTER SCHOOL PROGRAMS (LIST OF STUDENT’S W/CUSTODY LIMITATIONS) TEACHER/EMPLOYEE ROSTER <ul style="list-style-type: none"> • TEACHER SCHEDULES THINGS YOU MAY NEED THAT WON’T BE STORED IN THE “GOTTA GO BAG”: <ul style="list-style-type: none"> • STUDENT MEDICATIONS • TEACHER/EMPLOYEE <u>DAILY</u> ATTENDANCE RECORD • STUDENT <u>DAILY</u> ATTENDANCE RECORD 	FIRST AID SUPPLIES AND BLANKET <ul style="list-style-type: none"> • SCHOOL NURSE “GOTTA GO BAG” • AFTER SCHOOL PROGRAMS? OFFICE SUPPLIES <ul style="list-style-type: none"> • PENS, PENCILS, INDEX CARDS, NOTE PADS AND CLIP BOARD. • FORMS <ul style="list-style-type: none"> ○ STUDENT TRACKING ○ PARENT REUNIFICATION TOOLS (CUSTODIAL SUPPLIES) <ul style="list-style-type: none"> • FLASH LIGHT W/BATTERIES • UTILITY KNIFE • DUCT TAPE
DISTRICT LEVEL RAPID RESPONSE CRISIS KIT “GOTTA GO BAGS”		
BACK-UP “ BUILDING LEVEL SAFETY PLAN WITH MASTER KEYS	PARENT/MEDIA INFORMATION KIT <ul style="list-style-type: none"> • TELEPHONE AND CONTACT DOCUMENTATION LOG SHEETS? • LOCAL MEDIA DIRECTORY OFFICE SUPPLIES <ul style="list-style-type: none"> • PENS, PENCILS, INDEX CARDS, NOTE PADS, CLIP BOARD, MASKING TAPE, MARKERS AND STAPLE GUN. 	BULK SUPPLIES AND EQUIPMENT <ul style="list-style-type: none"> • SOLAR BLANKETS FOR BUILDING WINTER EVACUATION <ul style="list-style-type: none"> ○ 750 – CCHS – SECURITY ○ 500 – CCHS • MATERIALS TO MAKE SIGNS FOR DIRECTING PARENTS TO THE REUNIFICATION CENTER.

Each principal should have a Rapid Response Crisis Kit in the main office & in an outside location if needed; district office or office of Buildings and Grounds. Building floor plans and building master keys have been distributed to the Village and Town Law Enforcement Agency, and are currently located within each police unit (vehicle).