

CHARLOTTE VALLEY CENTRAL SCHOOL

DISTRICT and SCHOOL-WIDE SAFETY PLAN(B)

**(Revision 2019-20)
Update October 17th 2019**

Table of Contents

PREFACE	4
INTRODUCTION	5
PART I	6
I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES	6
A) Purpose	6
B) District-Wide Safety Team	6
C) Concepts of Operation	6
D) Plan review and Public Commentary	6
II. SAFETY PREPARATION	7
A) Implementation of School Safety	7
B) Training, Drills and Exercises	8
C) Confidential Student Reporting System (Report-it.com)	9
D) Code of Conduct	9
E) Daily Hazard Identification	9
F) Weather Emergency – Early Warning System	10
G) Rapid Response Crisis Kit	10
III. RISK REDUCTION AND PREVENTION	10
A) Promoting the Characteristics of a Safe School	10
B) Program Characteristics for Risk Reduction / Violence Prevention	10
C) Staff Development Strategies	13
IV. EMERGENCY RESPONSE	13
A) Chain of Command	13
B) Emergency Contacts and Phone Numbers	13
C) Other Phone Numbers	14
D) Internal and External Communication	14
E) Procedures for Obtaining Advice and Assistance from Local Government Officials	14
F) District Resources Available for Use in an Emergency	14
G) Protective Action Options	14
H) Situational / Multi-Hazard Response Procedures	15
V. RESPONSE PROTOCOLS	15
A) Response Protocol - Anthrax Threat	28
B) Response Protocol - Bomb Threat	21
C) Response Protocol - Bus / School Vehicle Accident Off-Campus	31
D) Response Protocol - Civil Disturbance	22
E) Response Protocol - Community Disaster / Relief	32
F) Response Protocol - Explosion or a Fire Emergency	24
G) Response Protocol - Food Poisoning	29
H) Response Protocol - Gas Leak	25
I) Response Protocol - Hazardous Materials On-Site	26
J) Response Protocol - Hazardous Materials Off-Site	27
K) Response Protocol - Intruder / Hostage Taking	18
L) Response Protocol - Intruder(s) / Potential Terrorist Action	19
M) Response Protocol - Kidnapping	20
N) Response Protocol - Medical Emergencies	30
O) Response Protocol - Utilities Loss	32
P) Response Protocol - Violence / Potential Situations	16
Q) Response Protocol - Violent Incident Response	17
R) Response Protocol - Weather Emergency [i.e. strong winds, heavy rains, flooding]	23
PART 2 - SAFETY TEAM OPERATIONS and POST-CRISIS RECOVERY	33
I. District-Wide School Safety (Crisis) Team Member Responsibilities	33
A) Facilitator	33

B)	Team Facilitator -----	33
C)	Team Recorder -----	33
D)	Team Processor -----	33
E)	Internal Communications Coordinator -----	34
F)	Internal Communications Assistant -----	34
G)	External Communications Coordinator -----	35
H)	External Communications Assistant -----	35
I)	Student Services Liaison -----	35
J)	Parent Services Liaison -----	35
K)	Security Coordinator -----	35
APPENDIX #1 - EMERGENCY BUILDING PROCEDURES -----		36
A)	Bell and No Bell Procedures -----	36
B)	Crisis Team -----	36
C)	Delayed Openings / Closings -----	35
D)	Emergency Building Evacuation / "Fire Drill" -----	35
E)	Emergency Building Evacuation / "No Bell" -----	35
F)	Emergency Building Evacuation Drill / "Relocation To A Remote Site" -----	35
G)	Emergency Equipment -----	45
H)	Emergency In-Session Closing of School -----	45
I)	Emergency Response Team -----	45
J)	"Go Home" Drill -----	46
K)	Safety Management and Intruder Drill -----	46
L)	Sexual Abuse Reporting -----	47
M)	Take Cover / Extreme Weather Drill -----	45
APPENDIX #2 - EMERGENCY RESPONSE FACILITATION PROCEDURAL CHECKLIST		49
APPENDIX #3 - SECURITY MAPS AND PHOTOGRAPHS		50

PREFACE

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Each school district is required to develop a district-wide school safety plan designed to prevent or minimize effects of serious violent incidents or emergencies. Further, the plan must account for facilitating the coordination of the district with local and county resources in the event such incidents or emergencies occur. The district-wide school safety plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Every school district stands at risk from a variety of acts of violence and natural and technological disasters. To address these threats, the state of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses school district risk reduction and prevention efforts, district responses to emergencies, and district recovery from such emergencies.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance of new legislation. The revised regulations in section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the building levels. The new District-Wide School Safety Plan replaces the current school emergency management plan that is required for all districts.

The regulations require the District-Wide School Safety Plan to include at a minimum:

- Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and school visitors.
- Policies and procedures for responding to acts of violence by students, teachers, other school personnel and school visitors. This includes zero-tolerance policies for school violence.
- Policies and procedures for contacting law enforcement agencies in the event of a violent incident.
- Policies and procedures for contacting parents and/or guardians of students in the district in the event of a violent incident.
- Policies and procedures for school building security.
- Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors.
- Policies and procedures for annual school safety training for students and staff.
- Protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
- Strategies for improving communication among students, between students and staff; reporting potentially violent incidents for the establishment of programs such as youth-run programs and youth mediation into conflict resolution.
- Appropriate prevention intervention strategies.

This document describes how the Charlotte Valley Central School District has planned for district-wide safety and responses to emergencies.

INTRODUCTION

The District-Wide School Safety Plan is comprised of two essential components. First, there is the planning, preparation and response component. Part 1 of this document will address the district's preparatory and response initiatives. Critical to the response protocols, specifically, is the determination as to whether there is a need to initiate a full-scale emergency response to a given situation. The appropriate application of judgment is essential to that determination. For example, imagine the following two scenarios:

- 1) Two 4th grade students become involved in a verbal confrontation on the playground. The exchange leads to a fight between the two students that is observed by a staff member.
- 2) An 11th grade student is observed by a staff member to be verbally threatening a staff member's life. The student is additionally brandishing a large hunting knife.

Both of the previously described situations involved violence or the threat of violence. The emergency response needs for each will be significantly different. In the former situation, there is little likelihood that a fight between two 4th grade students could be considered a significant emergency. The latter incident, obviously, is a severe emergency.

The second component of the District-Wide School Safety Plan is the Post-Crisis Recovery component. Correspondingly, as Part 1 of this document addresses the preparatory and response initiatives, Part 2 will focus on the recovery aspects of the program. Part 1 issues may be addressed with or without the full application of an emergency response. Part 2 assumes that an emergency has been activated and thus the District Crisis Committee has convened to address all or part of the crisis issues.

PART 1

I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

- A) Purpose - The Charlotte Valley Central School district-wide safety plan was developed pursuant to the New York State regulations of the commissioner of education, section 155.17. The Charlotte Valley Central School District appointed a district-wide school safety team and charged it with the development and maintenance of a district-wide school safety plan
- B) District-Wide School Safety Team - Charlotte Valley Central School appointed a district-wide school safety team. The team, also known as “The Crisis Team,” consists of the following individuals:

<u>Team Member</u>	<u>Title</u>	<u>Home Phone</u>	<u>Cell Phone</u>	<u>Team</u>
Responsibility				
Dorsey, Danielle	Science Teacher	607-xxx-xxxx	607-xxx-xxxx	Team Facilitator
Christina Losie	School Nurse			Team Recorder
Jester, Evelyn	CSE/Guidance Sec.	607-xxx-xxxx	607-xxx-xxxx	Team Processor
Coons, Kelly	CSE Chairperson	607-xxx-xxxx	607-xxx-xxxx	Internal
Communications Coord.				
Plante, Jenn	Supt. Secretary	xxx-xxx-xxxx		Internal
Communications asst				
James Harter	Superintendent			External
Communications Coord.				
Rider, Troy	Treasurer	607-xxx-xxxx	607-xxx-xxxx	External
Communications Asst.				
Mitchell Rapp	Principal	607-xxx-xxxx	607-xxx-xxxx	Student Services
Liaison				
Rob Hildebrandt	School Counselor			Parent Services
Liaison				
Natalie Zimmerman	607-xxx-xxxx	607-xxx-xxxx		Staff Services
Liaison				
Carrington, David	Supt. Buildings/Grds.	607-xxx-xxxx	607-xxx-xxxx	Security
Coordinator				
Cheryl Butler	Teacher			Community liason

- C) Concepts of Operation
- 1) The district-wide school safety plan simultaneously functions as the individual emergency response planning group and “School Crisis Team” for the single instructional building owned by the district. The rationale for this stems from the fact that, at present, the entire district is housed in one building, exclusive of the bus garage, concession stand on the athletic field and the storage building, also on the athletic field. If at some point in future additional buildings are used for structural purposes, this plan will be amended to include the new sites.
 - 2) In the event of an emergency or violent incident, the initial response to all emergencies at Charlotte Valley Central School will be the responsibility of the “School Crisis Team.” Protocols are in place to notify the Superintendent of Schools and the appropriate emergency agencies.
 - 3) District efforts involving a specific emergency may be supplemented by county and state resources. This is also reflected in existing protocols.

D) Plan Review and Public Commentary

This plan will be reviewed periodically during the year and will be maintained by the district-wide school safety team with technical assistance from the ONC BOCES Risk Management Department. The required normal annual review will be completed each year after its initial adoption by the Board of Education.

Pursuant to the commissioner's regulations 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide plan may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Though included in the district-wide school safety plan, specific aspects of the plan that relate to the building's safety will remain confidential. Correspondingly, will not be subject to disclosure under article said so the public officers law or any other provision of law in accordance with Education Law Section 2801-a.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level emergency response components of the plan will be supplied to both local and state police within 30 days of adoption.

II. SAFETY PREPARATION

A) Implementation of School Security

1) Locked Building

a) Regular School Day

Since 9/1/06, all doors in the main building of Charlotte Valley Central School have been locked during the course of normal school and summer school days. All persons wishing to access the building will be expected to enter Exit A, the main school entrance, into the lobby adjacent to the main office. Exceptions will be made for people needing to access the disabled doors at Exit B. All days that school is in session, a security person will be posted in the main office, just inside the building from Exit A. That person supervises the "signing" in and out for all visitors to the building from 7:55 a.m. until 4:00 p.m.

b) After Hours / Weekends

Generally speaking, staff will be permitted access to the building after 5:00 p.m. and on weekends.

2) Limited Building Entrances

Charlotte Valley Central School has one instructional site. It is the main school building, located on Route 23 in Davenport, New York. The building employs a security protocol that requires that most doors cannot be opened from the outside. 7 doors have locks (2 with keys and 5 with computer-controlled hand geometry locks. All are to be locked at all times. The main door has video surveillance equipment with a solenoid operated remote lock. Just inside the main doors is a secure area within the building for individuals to show identification and obtain building passes. The inside door also has a solenoid operated remote lock.

Computer-controlled hand geometry locks have been installed. Staff members will be permitted access to the building via the following Locations:

- Location #1: Exit C – Located at the far east café wing – parking lot entrance/exit.
- Location #2: Exit P - Located on south side of the main corridor near Room 174, south side exit.
- Location #3: Exit I - Located at the north-east corner of the O'Connor Gym.
- Location #4: Exit F - Located at the east end of the Science Wing.
- Location #5: Exit O - Located on north end of the primary corridor.

3) Video Monitoring

Effective 9/1/2006, a basic video monitoring system was installed at Charlotte Valley Central School. Subsequently the system has been augmented to include 32 internal cameras and 32 external cameras.

4) Visitor Passes

Any visitor to the instructional building is:

- a. Directed to “sign-in” at the main office,
- b. To be issued a visitor’s pass that must be visually displayed and
- c. Directed to “sign-out” and return his/her visitor’s pass when (s)he leaves the building.

5) Staff Identification

Effective 9/1/2007, all staff will be issued a photo identification card that identifies them as Charlotte Valley Central School employees. The identification card must be visually displayed by the employee at all times. This will be helpful to emergency personnel and allow authorized staff to gain access to restricted areas and to move about the building. Your crisis substitute staff will be issued identification cards similar to visitor passes.

B) Training, Drills and Exercises

- 1) All district personnel (faculty, custodial staff, office staff and administrators) will, through the use of the new “Public School Works” software, receive an orientation to the district’s multi-hazards emergency plan on an annual basis. The orientation will focus on general safety with an emphasis on District policies and procedures for fire evacuations.
- 2) Each emergency response code procedure will be practiced on a semi-annual basis as part of regularly scheduled drills within the district. Specifically, coded responses will not be employed. Rather, drills will be implemented by procedure name (i.e. Stay Put or Lock Down) drills.
- 3) Building evacuation procedures will be practiced a minimum of 12 times per school year. Commonly, these are referred to as “fire drills.” Generally, the procedures will employ the use of the building’s fire alarm system. Selected drills, however, will be initiated without the use of the alarm as in the case of bomb threat. The building will also practice the evacuation procedure to initiate a relocation evacuation. For a comprehensive list of all building and bus drills, refer to Appendix #1.

- 4) The emergency plan for shelter in the event of severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test the following:
 - a. Alerting and warning procedures,
 - b. Communication procedures,
 - c. Staff procedures and
 - d. The movement of students to designated areas within the school building.
- 5) The district will, on an annual basis, conduct one drill and/or exercise with local law enforcement agencies and/or other emergency response agencies to practice and review its emergency procedures for "violent incidents." This may be done as a tabletop exercise.
- 6) Following a program orientation, drill and/or exercise, participants will forward their observations to the district's Crisis Team for further review and discussion. If an immediate action is needed, the building principal will be notified in order to take corrective action. The crisis team will review the "after action reports" and make recommendations and suggestions regarding requisite safety procedures. As warranted, revised safety protocols will be reflected in the district-wide safety plan and subsidiary faculty and student handbooks.

C) Code of Conduct

The Charlotte Valley Central School District is committed to providing a safe and orderly school environment where students will receive, and staff will deliver, quality educational services without corruption or interference. Responsible behavior of students, teaching assistants, teachers, administrators, non-instructional personnel, parents and all school visitors is essential to achieving this goal.

The Charlotte Valley Central School District has delineated a set of expectations for conduct on school property, at school functions and under school supervision. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity which are reflective of industry standards and essential to the development of strong character.

The Board of Education recognizes the expectation in responsibility to educate students for appropriate conduct. Its goal is to clearly define expectations for acceptable conduct on school property, identify the possible consequences, vote on acceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, a Code of Conduct, approved by the district's law firm, is annually readopted by the Board of Education at its regular meeting in August.

The code of conduct applies to all students, school personnel, parents and other visitors when on school property or attending school functions. The purpose of this procedure is to promote an orderly safe environment which will provide students with opportunities to achieve to their fullest potential, and to instill in those students the responsibilities and abilities they will need to become a contributing member of society.

The code of conduct will be reviewed annually and presented to the staff, students, and parents at the beginning of each school year.

D) Daily Hazard Identification

All school personnel will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office areas to identify, evaluate and, if needed, to control any potential hazards associated with their specific work areas. All concerns should be

forwarded to the Head Custodian for immediate examination. If concerns are of a procedural nature, the Head Custodian will bring the issue to the district's Crisis Committee. If immediate action is needed, the building principal should be contacted directly.

The district will continue to work with outside agencies, emergency response agencies and the ONC County BOCES Office of Risk Management to evaluate potential hazards associated with the transportation and/or education of all children within the Charlotte Valley Central School District.

E) Weather Emergency - Early Warning System

To assure that the district has early warning of any weather, the district will appropriate notification agencies and websites. In the event that an 'early warning' weather radio system is established, a receiver will be purchased and located in the main office.

F) Rapid Response Crisis Kit

The main school building will maintain a Rapid Response Crisis Kit. Its contents shall include the following:

- 1) All available master keys to unlock any necessary door within the main school building,
- 2) Blank nametags or identification vests,
- 3) An intra-school telephone directory,
- 4) Building floor plans,
- 5) Utility shut-off master diagram,
- 6) Notebooks, pens and markers,
- 7) Complete student roster,
- 8) Bell and bus schedules,
- 9) A copy of the current yearbook and class photos of kindergarten and new students,
- 10) A copy of the daily attendance list.

The Rapid Response Crisis Kit will be stored in the school's vault in the main office.

III. RISK REDUCTION AND PREVENTION

The Charlotte Valley Central School District believes in a safe school environment by promoting effective prevention strategies. The district has implemented a strong academic focus and supports students in their efforts to achieve high standards. It additionally fosters positive relationships between school staff and students and promotes meaningful parental and community involvement. Most effective schools, and extension their risk prevention programs, address multiple factors for risk reduction. They additionally recognize that safety and order related to children's social, emotional, and academic development.

A) Promoting the Characteristics of a Safe School

The Charlotte Valley Central School District has implemented a plan to ensure that the school and its accompanying facilities are safe places for students and staff alike. Effective and safe schools communicate a strong sense of security. We have enhanced the physical safety by implementing the following:

- 1) Supervising access to the buildings and grounds,
- 2) Adjusting for scheduling to address traffic flow patterns in order to minimize potentially dangerous situations,
- 3) Annually assessing the needs of the facility and

- 4) Arranging for supervision at critical times (.i e. bus arrivals, during lunch, passing of classes, and bus dismissals).

B) Program Initiatives for Risk Reduction / Violence Prevention

The Charlotte Valley Central School District individually, in conjunction with the ONC BOCES, uses a variety of programs and strategies to reduce the risk of violent behavior and to promote a safe school environment. The following charts outline the various programs, service delivery venues and prevention strategies:

Chart A

Program Name		Program Venue
Anti-Bullying Programming School	-	Provided by Charlotte Valley Central
Career/Vocational Programming	-	Provided through ONC BOCES
Character Education School	-	Provided by Charlotte Valley Central
Co-curricular Activities Programming School	-	Provided by Charlotte Valley Central
Community Service Programs School	-	Provided by Charlotte Valley Central
Creating Rural Opportunities Program School	-	Provided by Charlotte Valley Central
Crisis Management Team School	-	Provided by Charlotte Valley Central
Cultural Diversity Training School	-	Pending at Charlotte Valley Central
Drug Awareness Programming School	-	Provided by Charlotte Valley Central
Extra-curricular Athletic Program School	-	Provided by Charlotte Valley Central
Honor Roll School	-	Provided by Charlotte Valley Central
National Honor Society School	-	Provided by Charlotte Valley Central
National Vocational Technical Honor Society	-	Provided through ONC BOCES
Peer Mediation School	-	Pending at Charlotte Valley Central
Pro Social Skills Education School	-	Pending at Charlotte Valley Central
School-To-Work Planning School	-	Provided by Charlotte Valley Central
School-To-Work Programming School	-	Provided by Charlotte Valley Central
Staff Development School	-	Provided by Charlotte Valley Central
Student Council School	-	Provided by Charlotte Valley Central
Supplemental Program for At-Risk Children	-	Provided through ONC BOCES
Teen Parenting School	-	Pending at Charlotte Valley Central
Vocational Industrial Clubs of America	-	Provided through ONC BOCES
Women's Health Counseling School	-	Pending at Charlotte Valley Central

Chart B

Prevention Strategy	Description	Venue
Accommodations & Modifications	Changing instructional practices regarding the way students are taught, assessed, input information, and demonstrate academic mastery.	CVCS
Alternative Education Strategies	Alternative strategies provided for students who, for some reason, are not succeeding in the traditional setting.	CVCS
Alternative Times / Day & Night School	Flexible schedules for students who, for various reasons, may not be able to attend school during traditional school hours.	BOCES
Anger Management Training	Methods for teaching socially appropriate ways to deal with anger.	CVCS, BOCES
Behavioral Interventions	Strategies designed to increase positive behaviors and to decrease maladaptive behaviors. These include: behavioral support planning, cognitive behavioral interventions, differential reinforcement, extinction procedures, response cost analysis, reward systems, time away, and token economies.	CVCS, BOCES
Case worker Services	Case work services provided by the Delaware County Department of Social Services within the venue of Charlotte Valley Central School.	CVCS
Child Study Teams	Periodic meetings to: assess academic / behavioral needs for at-risk students and to develop commensurate action plans to remediate specific issues.	CVCS, BOCES
Contingency Contracting	A behavioral contract between a student and all involved adults. The contract specifies the expected behaviors and the consequences for performing or not performing them.	CVCS, BOCES
Counseling / Group	Group counseling provided by trained staff member to help groups of students work through various problems.	CVCS, BOCES
Counseling / Individual	Individual counseling provided by trained staff member to help individual students work through various problems.	CVCS, BOCES
Counseling / Goal-Oriented Therapy	Services provided by trained school counselors, social workers or psychologists to help individuals or groups address behavioral, personal and/or social problems.	CVCS, BOCES
Creating Rural Opportunities Program	Non-punitive academic support for students who are failing, or are in danger of failing.	CVCS
Crisis Team	A team of staff to provide services and to support students, staff and parents.	CVCS, BOCES
Drop-out Prevention	Interventions designed to identify students at risk for dropping out of school. Provisions for services and supports necessary to help them successfully complete school.	CVCS, BOCES
Drop-out Reentry Program	Intervention and transition planning to ensure a student's successful return to school after dropping out.	CVCS, BOCES
Environmental Modifications	Modifying the class in a school environment to respond to the unique learning, behavioral or emotional needs of students.	CVCS, BOCES
Parent/Teacher Conferences	Individualized approaches to reviewing children's progress and, as appropriate, their academic needs.	CVCS, BOCES
Self-Management	Teaching students to be aware of their behavior in such a way that they are able to identify a specific occurrence or non-occurrence, measure the frequency of behaviors, and evaluate whether behaviors are improving, remaining the same or getting worse.	CVCS, BOCES
Social Problem Solving Instruction	Teaching students to use an effective process to solve social problems fairly and without aggression.	CVCS, BOCES

Staff Development	Staff are provided with support training to deal with student behavioral interventions using de-escalation strategies.	CVCS, BOCES
Time-Out	This strategy is a “last resort intervention. It is recognized that Removing a student from a situation is rewarding inappropriate behavior.	CVCS, BOCES
Transition Programming	Interventions specifically designed to identify transition needs, teach appropriate skills and provide the support necessary for a child's success in a new environment.	CVCS, BOCES
Tutoring	Intensive academic instruction provided by teacher or other similarly skilled individual.	CVCS, BOCES

C) Staff Development Strategies

Part of the Charlotte Valley Central School District Professional Development Plan (PDP) will be to make the staff aware of the early warning signs of both violent behavior, suicidal behavior ideation/prevention.

- 1) Warning signs for a student's imminent potential for violent behavior:
 - a. Talks about violence, has a specific plan.
 - b. Talks about violence and/or expresses violence in writings and drawings.
 - c. Severe expressions of rage, often for minor reasons (i.e. banging head against the wall or unstoppable screaming).
 - d. Severe destruction of property.
 - e. Tortures animals.
 - f. Frequently fights with peers and/or family members.
 - g. Access to family or personal firearms and is capable of their competent use.
 - h. History of suicidal or other self-destructive behavior.

- 2) Warning signs for a student's imminent potential for suicidal behavior:
 - a. Social withdrawal / lacks little if any commitment or connection to a group of persons.
 - b. Excessive feelings of isolation and being alone.
 - c. Excessive feelings of rejection.
 - d. Often the victim of aggression, bullying or other violent acts.
 - e. Feelings of being picked on and/or being persecuted.
 - f. Low school interest / poor academic performance.
 - g. Patterns of impulsive, chronic hazing, intimidation and/or bullying behavior.
 - h. Regularly involved in behavioral/disciplinary problems.
 - i. Behavioral difficulties began misbehaving at an early age; the earlier the problems, the greater the likelihood of serious behavioral difficulties during adolescence.
 - j. Past history of violent and aggressive behaviors.

- 3) Suicide Prevention

Suicide is a far more common form of violence involving students and school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by the police. This notion can also 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. Correspondingly, the Charlotte Valley Central School District will account for the following:

- a. It will develop a plan that specifies how to identify students at risk, how to handle threats and how to determine what actions to take in the event of either a suicide attempt or the occurrence of a successful suicide.

- b. It will ensure that students have, and are aware of, easy ways to get help. Such help resources shall include, but not be limited to, the following:
 - 1. Access to suicide hot lines,
 - 2. Access to counselors and
 - 3. Access to appropriate written or visual media.
- c. It will educate students, parents/guardians, teachers and other school personnel how to identify and get help for troubled students before they become victims of suicide. The preceding includes how to get immediate assistance.