

## **PROJECT SAVE**

(Safe Schools Against Violence in Education)

# **BROADALBIN-PERTH CENTRAL SCHOOL DISTRICT – WIDE SCHOOL SAFETY PLAN**

Commissioner's Regulation 155.17

**Revised: August 2011**



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## **Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan 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 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. Districts stand at risk from a wide variety of acts of violence, natural, and manmade 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 prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The HFM BOCES, in coordination with the Broadalbin-Perth Central School District, supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

## **Section I: General Considerations and Planning Guidelines**

### **A. Purpose**

The Broadalbin-Perth Central District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Broadalbin-Perth Central School District Board of Education, the Superintendent of Broadalbin-Perth Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

**B. Identification of School Teams**

The Broadalbin-Perth Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

**District-Wide School Safety Team** (Meets the requirement for SAVE regs.)

Stephen Tomlinson	School Board/Administration
Marco Zumbolo	Finance
Robin Blowers	Administration
Terry LaFountain	Administration
Adam Barnhart	Administration
Wayne Bell	Administration
Christine Foglia	Director of Special Programs
Dan Casey	Administration
Kim Hughes	Parent
Mike Carney	Director of Operations and Safety
Pete Swartz	Buildings and Grounds
Jack Jones	Transportation

**C. Concept of Operations**

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- County and State resources through existing protocols may supplement emergency Response Actions including Post-incident response.

**D. Plan review and public comment**

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans 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.
- While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of 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 Plans will be supplied to both local and State Police within 30 days of adoption.

**Section II: Risk Reduction/Prevention and Intervention**

**A. Prevention and intervention Strategies:**

**Program Initiatives**

- All new and existing staff where given two-hour violence prevention and intervention training.
- There are mentor teachers for students at all grade levels. Teachers reserve specific times during the day for meetings with students.
- A 24-hour hotline for emergencies and concerns will be established for all students and staff.
- Non-Conflict violent conflict resolution
- Peer mediation programs

## **Training, Drills and Exercises**

Three levels of annual multi-hazard school training will be considered in this plan:

- A. responder training for members of the Incident Response and Post-Incident Response teams was given during the summer of 2001 and 2002;
- B. general staff awareness training conducted during Superintendent's Conference Day each year by response agencies and/or the BOCES HSRM staff (2-hour violence prevention and intervention training); and (staff comes up with topics for the conference days)
- C. Student awareness training of emergency response procedures conducted by building staff. Walkthroughs of Lockdown, sheltering and evacuation conducted once before December and once before the end of the year.

Each year the District-Wide School Safety Team and/or Building-Level Teams will consider appropriate training for each of the groups listed above.

Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.

- Each year the District-Wide School Safety Team, in consultation with Building Principals and local response agencies, will conduct emergency response drills at both the district and building levels. These drills will include at least tabletop exercises and will include full-scale exercises with the participation of local responders.
- Evaluations of each drill/exercise will be presented to the District-Wide School Safety Team in a timely manner following each drill/exercise.

## Implementation of School Security

### Safety Officers/Hall Monitors

- No safety officers, but local PD drive around property daily and come into the buildings at least twice a week.
- All staff is required to enter the halls during pre-school hours, class change time, and after school. To teaching aides available at lunch time in the Jr/Sr High for extra coverage in Cafeteria and surrounding hallways.

### Security Devices

- Surveillance cameras placed on buses
- Photo ID cards issued to staff and badges to visitors
- Video cameras at main entrances along with an entrance buzzer
- Sign in Sign Out Logs in each building

### Vital Educational Agency Information

<i>Educational Organization</i>	<i>Number of Staff</i>	<i>Number of Students</i>	<i>Key Contacts &amp; Home/Business Phone</i>
<b>B-P High School</b>	<b>66</b>	<b>640</b>	<b>Robin Blowers 954-2603</b>
<b>B-P Learning Community</b>	<b>55</b>	<b>414</b>	<b>Terry LaFountain 954-2652</b>
<b>B-P Intermediate School</b>	<b>48</b>	<b>401</b>	<b>Dan Casey 954-2752</b>
<b>B-P Middle School</b>	<b>51</b>	<b>443</b>	<b>Wayne Bell 954-2703</b>

No other education agencies are located within our district boundaries. Any daycares are private and not certified.

### **B. Early Detection of Potentially Violent Behaviors**

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents,

The district recognized that communication is a vital key in the prevention and intervention of violence in schools. As such, the district continues to develop and investigate various strategies regarding violence prevention and intervention. To that end, the district maintains or is exploring programs in the following areas.

- We have a mentor teacher with available office hours for consultation for each grade level, along with peer leaders at each grade level.
- We also have a 24-hour hotline to report possible violent situations.

- We require all staff to attend a violence prevention and intervention course, which addresses early signs of potentially violent students.
- DARE
- We send out newsletters and pamphlets to parents/guardians with articles addressing bullying, conflict resolution and other issues. We include important contact numbers to address all concerns.

**C. Hazard Identification**

**Hazard Sites**

- The process for identifying the sites,

Information provided by district staff, residents and the County Emergency Management Coordinator .

- The location of potential sites, and
- The potential internal or external hazards or emergency situations identified

<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>
<b>Heating System/Fuel oil leak (All Buildings)</b>	<b>Internal</b>
<b>Rte 29 (High School, Pine St.)</b>	<b>External</b>
<b>Rte 30 and Co Hwy 107 (Middle School, Intermediate School)</b>	<b>External</b>
<b>Industries (All Buildings)</b>	<b>Internal</b>
<b>School Bus</b>	<b>External</b>
<b>Athletic Fields, Playgrounds and Play Areas</b>	<b>External/Internal</b>
<b>Field Trips</b>	<b>External</b>

**Section III Response**

**A. Notification and Activation (Internal and External Communication)**

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident:

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.

- In a crisis situation involving a violent incident, school staff will call 911 and notify the Incident Commander.
- If necessary district two-way radios are connected to the police department.

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parents/Guardians will be contacted via telephone by staff at the building level using the student/parent telephone directory. If parents are not available we will call next contact name on each child's record. District will house students until parents or guardians notified.
- In some cases, the public/parents will also be notified via media outlets.

A system for informing all educational agencies within the school district:

- There are no other educational agencies located within our district, but if some enter our district we will establish procedures to communicate with them.

## **B. Situational Responses**

### **Multi-Hazard Responses**

#### **Responses to Acts of Violence: Implied or Direct Threats**

This issue is addressed on pages 9-15 of the Code of Conduct. The district utilizes desk reference cards in each room for important directional information when a response action is needed.

#### **Acts of Violence**

This issue is addressed on pages 9-15 of the Code of Conduct. The district utilizes desk reference cards in each room for important directional information when a response action is needed.

#### **Response Protocols**

We have incorporated the new homeland security guidelines into our plans. It addresses the color code systems as well as establishes definitions for lockout, lockdown, sheltering and evacuation. Our responses were amended based on the new guidelines. These guidelines are confidential and we respectfully will not submit them at this time.

### **Bomb Threats**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School. We also utilize state police guidelines as outlined on page 16 and 17 of this document.

### **Hostage Taking**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School.

### **Intrusions**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School.

### **Kidnappings**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School.

### **Arrangements for Obtaining Emergency Assistance from Local Government Officials**

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911 or will call/drive to the PD or FD.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander. We can call the PD/FD direct as well.

### **Procedures for Obtaining Advice and Assistance from Local Government Officials**

- The person in charge (Incident Commander) will decide if the level of the incident warrants obtaining emergency assistance. If appropriate, the Incident Commander will call 911 or directly call the Montgomery County Emergency Management Office.
- In a crisis situation, school staff should call 911 and notify the Incident Commander. Local agencies base response on “closest response agency” concept to ensure that response to the incident is as timely as possible.

**District Resources Available for Use in an Emergency**

Details of Resources are found in the Building-Level Plans

Building Resources	Both buildings. Full kitchens and large open spaces.
Transportation Resources	30 buses, (3) 4x wheel drive vehicles, 1 truck/trailer, 2 John Deere bucket loader, 2 2x wheel drive tractors, 2 John Deere Gator
Personnel Resources	Snow removal team (3-4 individuals), 3 bus mechanics, 1 maintenance mechanic
Other Resources:	Local Emergency Management Coordinator, 1 emergency generator, 1 portable welder, chain saw, assorted tools.

**Agencies authorized to Request Use of Resources:**

Agency	Representative(s) Name
County Emergency Management Office	Allan Polmateer
F.C. Sheriff's Office	Sheriff Thomas Lorey
NYS Police	Mayfield Office
Fire Depts.	Fire Chiefs

**Identification of the staff members assigned to provide assistance during emergencies.**

<i>Name</i>	<i>Function</i>	<i>Contact</i>
Stephen Tomlinson	Incident Commander	C:848-0920
Marco Zumbolo	Finance	C: 928-3572
Robin Blowers	Operations	C: 848-0916
Dan Casey	Operations	C: 848-9764
Wayne Bell	Operations	C: 848-6328
Mike Carney	ICS Back-up/Safety	C: 774-5865
Terry LaFountain	Operations	C: 848-4928
Pete Swartz	Operations and Maintenance	C: 848-0912
Jack Jones	Transportation	C: 848-0914

**Procedures to Coordinate the Use of School District resources and manpower during an emergency are as follows:**

If district or local agency resources are needed, the superintendent of schools or designee will contact the individuals responsible for the resources viva telephone or two-way radio to request their services.

## **Protective Action Options**

### **School cancellation**

Superintendent of Schools (**Stephen Tomlinson**) or designee will announce the closing of school. Communication will be sent to all officials needed to proceed with the cancellation.

### **Early dismissal**

- 1) Preliminary Procedures
  - a) An annual request is made of parents of K-12 students to notify the school district where their child should go in the event that they are not home during school hours. Drivers maintain a list for their information in the event of an emergency.
  - b) Drivers will be alerted and substitutes contacted by the Transportation Director as to the possibility of an early or emergency dismissal.
- 2) Dismissal of Bus Students
  - a) The main office will notify the Transportation Director of the decision to take pupils home.
  - b) The Transportation Director will notify drivers and required substitutes.
  - c) Bus pupils will remain in classroom or other designated areas until buses are spotted.
  - d) Personnel will assume regular duties for bus dismissal.
  - e) The Transportation Director will remain at his station until all buses have completed their runs and returned. The Transportation Director will notify the main office when all runs have been completed. (Estimated length of longest run is approximately one hour and ten minutes.
- 3) Dismissal of Walking Students
  - a) Walking students will be dismissed via an announcement from the main office.

**Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School. Refer to Card

**Sheltering sites (internal and external)**

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Broadalbin-Perth Central School. Refer to Card.

**Section IV: Recovery**

**A. District Support for Buildings**

All the district's manpower and resources will be available to one of our sites that has endured and emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a district goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident response critique, the notes from the incident command team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

**B. Disaster Mental Health Services**

The district understands how an emergency can have a major effect on the well being of students, staff and community at large. The district will coordinate resource with County Mental Health Services and the Post-incident Crisis Response Team.

**SUGGESTED APPENDICES**

**Appendix 1: Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff.**

<i>Building</i>	<i>Address</i>	<i>Main Contacts Name</i>	<i>Phone</i>
Broadalbin-Perth Central School	20 Pine St. Broadalbin, NY 12025	Stephen Tomlinson Marco Zumbolo	954-2500
Broadalbin-Perth High School	100 Bridge St. Ext. Broadalbin, NY12025	Robin Blowers	954-2600
Broadalbin-Perth Learning Community	100 Bridge St. Ext. Broadalbin, NY12025	Terry LaFountain	954-2650
Broadalbin-Perth Middle School	1807 Co Hwy 107 Amsterdam, NY 121010	Wayne Bell	954-2700
Broadalbin-Perth Intermediate School	1807 Co Hwy 107 Amsterdam, NY 12010	Dan Casey	954-2750

#### **Appendix 4. Policies and procedures for working with the Media**

##### **Principal/Administrator Information**

- Note who is assigned to be the Public Information Officer (PIO) for your district/building. Refer all media inquiries to that person.
- Be familiar with the media guidelines for this event, including on-site policies for the media and locations where media representatives may be present. Media guidelines should be obtained from the PIO.
- Media interaction may be handled by: **Stephen Tomlinson or Marco Zumbolo**
- A school/district PIO
- A law enforcement/emergency response agency PIO; or
- Jointly, by both PIOs listed above

##### **Public Information Officer Information**

- Incident Commander and PIO functions may be handled by two different persons.
- The school district PIO may work under, over or in cooperation with law enforcement and emergency response agency PIOs.
- The PIO should set forth clear media guidelines and communicate these guidelines to the media in writing.
- The PIO should use a press release template for both a news conference script and/or a written press release.
- The PIO should receive information and forms from the Incident Commander and other key function personnel on a regular basis throughout the emergency event.

##### **Staff Information**

- Staff should not talk to media during an emergency event, unless given permission by the PIO. Safety and security issues may be compromised.
- Likewise, Staff should not allow students to be interviewed during an emergency event unless given permission by the PIO.

### **Student/Parent/Guardian Information**

- Students, Parents and Guardians should be mindful of the situation during an emergency event when approached by the media for an interview. Safety and security issues may be compromised.
- Students should not communicate with the media via cellular phone or other type of communication when on campus during the following events:
  - Lockdown
  - Shelter In Place
  - Evacuation
  - Bomb/Biological Threats
  - Events Involving Acts of Violence



**Appendix 6: SED Bomb Threat/Serious Incident Report Form**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234  
 Office for Elementary, Middle, Secondary and Continuing Education

New York State School Bomb Threat and Serious Incident Reporting Form	
Name of School District:	Building:
<b>Incident Type:</b> (please circle all that apply to this event)	
Arson      Bioterrorism      Bomb      Bomb Threat      Knife/Blade      Gun      Other	
<b>Incident Delivery Method:</b> (please circle all that apply to this event)	
Telephone      E-Mail      FAX      Verbal      Written      Other	
Date of Incident:	Time of Incident:
School District Contact Person:	Contact Person Telephone #
Description of Incident:	
Name of Law Enforcement Agency Notified of Incident:	Law Enforcement Contact Person & Telephone Number:
Actual Class Time Lost as a Result of this Incident:	
Actions Taken by School District in Response to Incident:	
Attach Additional Sheets As Needed	

**Return Completed Report To:** Laura Sahr  
 NYS Education Department  
 Office of Facilities Planning  
 Room 1060 Education Building Annex  
 Albany, New York 12234  
 or FAX to: 518-486-5918

# Appendix 7: Lieutenant Governor’s Brochure “Protect Your Child From Violence, A Resource For Parents”

## Taking Action

**What can you do?**

The following list offers some actions you may take to help your child.

- ▶ Listen carefully to your child. Talk with him or her about feelings as they relate to school, social events, other kids in class or the walk or ride to and from school so you will know about problems they may be having.
- ▶ If your child complains about bullying, take it seriously. Children are often afraid or ashamed to tell anyone that they have been picked on. Listen carefully to their complaints. Talking about a complaint that seems small may uncover bigger concerns.
- ▶ Watch your child's interactions with other children.
- ▶ Talk openly with your child's teachers about your concerns; attend parent/teacher conferences.
- ▶ Work with other parents and schools to make sure that the children in your neighborhood are supervised closely on the way to and from school. If they walk, make sure they take a safe route.
- ▶ Encourage your child to participate in supervised after-school activities.
- ▶ Volunteer in your child's school.
- ▶ Ask your school to teach children ways to solve problems peacefully. Request tips on how to help your child use these skills at home. Praise your child's efforts.
- ▶ Tell your child's teacher or other school official immediately if you think that your child is being bullied. Ask the school to plan with you to keep your child safe.
- ▶ Find out how you will be told by the school if violent behaviors threaten your child's safety.
- ▶ Teach your child how to call 911 if there is an emergency.

**What community resources may be available to you?**

Here is a list of resources to help parents when a child shows signs of being a victim of violence or becoming violent. Your doctor, school social worker or religious leader can help you find the one that is right for you and your child.

- ▶ School staff - child's teacher, guidance counselor, social worker, psychologist, principal or assistant principal
- ▶ Other parents or guardians
- ▶ Family doctor
- ▶ Local mental health center
- ▶ Local social service agency
- ▶ Community organizations that offer services to children and their families
- ▶ Clergy and other religious leaders
- ▶ Police. If you feel someone involved is in immediate danger

## Media Violence

The media can be a powerful influence in our lives and the lives of our children. The media provides wonderful advantages for children by playing an important role in prevention and education. We can and should take advantage of these resources. However, media violence in print (i.e., newspapers, magazines), on television, in movies, on the Internet, in music and music videos, and in video games - can also lead children to behave violently. As a family, you can limit the impact that violence in the media has on your child.


- ▶ Limit how much TV your child watches alone. Keep TV sets out of your child's bedrooms. Watch TV together as a family when you can. Talk about the programs you watch together.
- ▶ Plan ahead what programs your child will watch. Make sure the content fits your child's age.
- ▶ Take advantage of the rating systems that provide guidance about the content of recorded music, music videos, TV programs, or movies.
- ▶ Watch TV news with your child and talk about what (s)he thinks about the news stories. Your child's age, personality, and personal experiences should guide how much and what news (s)he watches. Tell your child that you are there to keep him or her safe.
- ▶ Consider using monitoring tools for TV (like the v-chip, a new device that allows you to block TV programs that you might consider inappropriate) and the Internet (software can be bought to monitor Internet usage).
- ▶ Choose reading material and television programs that give positive messages and that help your children live peacefully.

## Media Violence (continued)

- ▶ Seize all the moments for learning that the media presents to you. Talk with your child about what is seen on TV, in print, in the movies, on the Internet or in video games. This can happen through family talks about current events, presentation of characters, advertising, etc.
- ▶ Make rules about use of the Internet by going on-line together to choose sites that are suitable and fun for your child.
- ▶ Consider keeping the computer in a family room rather than in a child's bedroom.
- ▶ Help your child avoid music that may have violent lyrics or that encourages your child to drink or use drugs. Talk with your child about why you think (s)he should not listen to music with lyrics that suggest violence.
- ▶ Pay attention to the music that your child buys and listens to and the music videos that (s)he watches.
- ▶ Encourage your child to think about other points of view to those (s)he reads or hears. This will increase your child's ability to see all sides of an issue.

# Protect Your Child From Violence

## A Resource For Parents



GEORGE E. PATRISI, Governor of New York      MARY O. DONOHUE, Lieutenant Governor

This publication was developed in cooperation with the NYS Council on Children and Families and NYS Department of Health.

## Talking With Your Child

Dear Parents:



As we stand at the gates of the 21<sup>st</sup> century, we see new hopes and opportunities for our most precious resources - our children. It is our job to help children make their dreams become reality. We must make sure that when our children leave home each day for school they will be safe and ready to learn. The recent national shootings have caused many parents to worry about their children's safety. Despite these tragedies, I want to reassure you that our schools are safe. Nonetheless, Governor Patrisi and I share your concerns about school violence, and we are taking many actions to make our schools even safer in New York State.

As part of our efforts to reduce violence, I am pleased to present you with this pamphlet, *Protect Your Child from Violence: A Resource for Parents*. When you read this pamphlet, you will find many helpful tips on steps you can take to protect your child from violence. The pamphlet includes suggestions about talking openly with your child about school violence, as well as strategies for dealing with violence on television, music, the Internet, and video games. It also provides warning signs of violence and methods to prevent or respond to violence.

As you read the warning signs, you may see a few of the signs in your child's behavior. Please do not be alarmed. From our childhood, we all know that children at times can be mean to other children. Depending on the situation, this can be a normal part of growing up and may not mean your child will become violent or is a victim of violence. Nonetheless, if you are concerned about the safety of your son or daughter, I encourage you to talk openly with your child about your concerns. We have provided you with a list of community resources that identifies resources you can turn to if you need help.

Governor Patrisi and I are committed to making New York's schools safer for children and teachers. Schools and communities must remain committed to working together to help us reach this goal. We encourage you to join other parents and work with your schools to make them as safe as possible.

Sincerely,  
  
 Mary O. Donohue  
 Lieutenant Governor

## Talking About School Violence

- ▶ Children are often afraid or ashamed to tell anyone - including their parents - about being bullied, feeling angry or being a victim of violence. It is important to listen to your child's concerns and share information on issues concerning school violence.
- ▶ Listen to your child if (s)he tells you about friends who may be in trouble or heading for trouble. Talk with these friends' parents, a teacher, principal, family doctor, religious leader or any other trusted member of the community who might be able to help you, your child and his friends.
- ▶ Get and enforce strict rules about weapons.
- ▶ Talk about gangs and cliques. Make it clear that they are often dangerous and that your child should avoid them.

## Warning Signs

**How can you tell if your child may become violent?**

Warning Signs for PRE-SCHOOL Children

- ▶ Has many temper tantrums in a single day or several lasting more than 15 minutes and often can not be calmed by parents, family members, or other caregivers
- ▶ Has many angry outbursts, often for no reason
- ▶ Is not affectionate with family or adult friends (for example, will not hug)
- ▶ Refuses to follow directions and listen to adults, can not pay attention
- ▶ Draws violent pictures
- ▶ Often watches violence on television or videos, and plays violent video games
- ▶ Likes violent play
- ▶ Is mean to other children and/or animals

Warning Signs for SCHOOL-AGE Youth

- ▶ Spends lots of time alone
- ▶ Sudden changes in child's group of friends
- ▶ Feels friends don't like him or her
- ▶ Feels picked on frequently
- ▶ Stops doing well in school
- ▶ Violent writings and drawings
- ▶ Uncontrolled anger
- ▶ Bulies other children by hitting, shoving, threatening, taking money or personal property, name-calling and/or spreading rumors
- ▶ History of violent and angry behaviors
- ▶ Frequent discipline problems
- ▶ Acts intolerant toward others
- ▶ Uses drugs and alcohol
- ▶ Belongs to a gang
- ▶ Spends a lot of time thinking about weapons, can easily find and use weapons without adult supervision
- ▶ Often fights with brothers, sisters and other kids
- ▶ Comes home with torn clothes
- ▶ Destroys property
- ▶ Often watches violence on television or videos; plays violent video games
- ▶ Chooses violent play
- ▶ Is mean to other children and/or animals
- ▶ Sudden changes in behavior
- ▶ Wears clothes with violent messages

## Concerned?

**How can you tell if your child might be a victim?**

Parents should not be alarmed if a child shows a few of the signs listed below. Nonetheless, if you think that your child may be a victim of violence, encourage him or her to talk openly with you. Plan ways to keep your child safe. Listen to your child's ideas about what would help.

- ▶ Thinks that (s)he is "no good" or "dumb"
- ▶ Very shy and sensitive, will not speak up for self
- ▶ Waries a lot
- ▶ Does not fit in with other children
- ▶ Felt apart when teased or believes things never go his or her way
- ▶ Has no friends
- ▶ Does not want to go to school - may fake illnesses or make other excuses
- ▶ Comes home with torn clothes
- ▶ Often needs extra money or supplies for school (due to bullying)

Keep in mind that children who act violently have often been victims of violence.