



GILROY UNIFIED SCHOOL DISTRICT
Superintendent's Office

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SUPERINTENDENT

Dr. Deborah A. Flores

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March 31, 2016

Dear GUSD Parents,

As a school district, the safety and security of students and staff is our top priority. For several years, the District and Gilroy Police Department have been working closely together on school security measures. Unfortunately, the number of shooting incidents in public spaces has continued to rise across the nation. These incidents are becoming more common in public places such as shopping malls, entertainment venues, colleges and government buildings. This has led us to further review and revise our safety and security measures to ensure we are doing everything that we can to protect our students and educate our students on how to handle these situations. We believe it is critical that students have the skills to survive an active shooter situation should one occur. Since an active shooter situation is often over very quickly, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

In 2013, GUSD adopted the *Run, Hide, Defend* active shooter response protocol created by a coalition of Santa Clara County law enforcement agencies to be used as the model for all schools. The *Run, Hide, Defend* video has been used to outline the strategies that students, teachers and other district staff should follow if they are ever faced with an active shooter situation either at school or in any other public place. District staff have viewed the video and discussed its implementation.

In a joint decision with the Gilroy Police Department, the Gilroy Unified School District has decided to show the *Run, Hide, Defend* training video for the first time this year to all middle and high school students (grades 6-12). I am sharing the link for the video below, which is available in English, Spanish and Vietnamese, so that you have the opportunity to review the video prior to it being shown in your child's classroom.

For families of elementary aged children, I recommend that parents view the video and make a personal decision about what information is appropriate to share with your child. We will not be sharing the video in our elementary school classes.

Run, Hide, Defend training video link: www.gilroyunified.org/safetyandsecurity

I know that this is a difficult topic to approach with your child, so we have included in this mailing tips for speaking to children about school violence.

I would also like to take this opportunity to encourage each of you to sign up for *AlertSCC*, a free and confidential system that allows anyone who lives or works in Santa Clara County to get emergency warnings sent directly to their cell phone, mobile device, email and landline. Sign up here: <https://www.sccgov.org/sites/alertscc>

Please contact Cheryl Galloway, School Safety & Security coordinator, at cheryl.galloway@gilroyunified.org with any questions or concerns you may have.

Thank you for your continued support of our district and schools.

Sincerely,

Dr. Deborah A. Flores
Superintendent



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS

Talking to Children About Violence: Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient. Children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.**
 - **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
 - **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
 - **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.
5. **Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and

time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.

6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

Suggested Points to Emphasize When Talking to Children

- ***Schools are safe places.*** School staff work with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.
- ***The school building is safe because ...*** (cite specific school procedures).
- ***We all play a role in the school safety.*** Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- ***There is a difference between reporting, tattling or gossiping.*** You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- ***Don't dwell on the worst possibilities.*** Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the ***possibility*** of something happening and the ***probability*** that it will affect our school.
- ***Senseless violence is hard for everyone to understand.*** Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- ***Sometimes people do bad things that hurt others.*** They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- ***Stay away from guns and other weapons.*** Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- ***Violence is never a solution to personal problems.*** Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

**NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at www.nasponline.org.
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