

Brighton Central School District District-Wide Safety Plan

Council Rock
PRIMARY SCHOOL

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FRENCH ROAD ELEMENTARY SCHOOL

BRIGHTON
B
BELIEVES
INTEGRITY
RESPECT
RESPONSIBILITY
KINDNESS
SELF-CONTROL



July 2022

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Introduction

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the District-Wide Safety Plan and each school's Building-Level Emergency Response Plan (BLERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Brighton Central School District (BCSD) based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training.

This Safety Plan can, with appropriate training and preparation, provide the district administration and each building principal with immediate action steps in the event of a disaster. Resources, information, and telephone numbers are instantly available. Contingency plans for various disasters are listed along with preplanning and recovery activities.

This plan must be reviewed yearly with the District Safety Team, not only to reinforce the information, but also to update the plan as new information is developed. Further, building principals should review the plan yearly with all staff to make everyone familiar with the emergency routines that will be followed if a disaster occurs.

Summary of Laws

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building-Level Emergency Response plans which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

Section I – Planning Guidelines

A. Purpose

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

B. Identification of School Teams

The Brighton Central School District maintains an active District-wide Safety Committee consisting of, but not limited to, representatives of the School Board, teachers, administrators, parents, school safety personnel and representatives of local emergency response agencies (e.g. police, fire, and ambulance). (See Appendix A).

C. Concepts of Operation

1. The District-wide Safety Plan shall be directly linked to individual Building Emergency Response Plans for each building. Protocols developed in the District-wide Safety Plan will guide the development and implementation of Building Level Safety and Emergency Response Plans.
2. This Plan has been developed using the New York State Education Guidance Document. It has been reviewed and revised by members of the Brighton District-Wide Safety Committee prior to public comment.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by that Building's Emergency Response Team.
4. Once the Superintendent and/or his/her designee are notified, the District Emergency Response Team will be mobilized to respond, and when appropriate local emergency officials will be notified.
5. Efforts may be supplemented by local, county, and state resources through existing protocols.

D. Plan Review and Public Comment

1. The District-wide Safety Plan shall be monitored and maintained by the District-wide Safety Team and be reviewed annually on or before July 1st of each year.
2. Pursuant to the Commissioner's Regulation 155.17(e) (3), the plan will be made available for public comment 30 days prior to adoption. The School Board may adopt the district and building-level plans 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 at a public meeting.
3. Building-level Safety and Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a. Full copies of the District-wide Safety Plans and any amendments will be submitted to the State Education Department within 30 days of adoption. Building-level Safety and Emergency Response Plans will be supplied to both local and state police within 30 days of adoption.
4. 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.

Section II – Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

1. Fostering safe school environments:
 1. A supportive learning environment includes the physical classroom and resources **as well as the values and relationships fostered there**. In a culturally responsive learning environment, every student feels **valued, included, and empowered**. We **create safe environments** by attending to a student's **social/emotional self**, by ensuring that the staff who work with our students are culturally competent and represent our student population and by the spaces we maintain for maximizing one's learning potential. In doing so, we attend to:
 - a. Social/emotional learning
 - b. K-5 Second Steps and Learning for Justice lessons
 - c. Restorative practices
 - d. Families as partners in the learning process
2. Training for security personnel and monitors working in a security/supervision capacity as well as building-level administrators should include:
 1. Individual and group de-escalation techniques.
 2. Non-violent conflict resolution skills.
 3. Active shooter protocols
 4. Understand youth culture.
 5. All security personnel shall receive training through a State accredited agency on an annual basis.
 6. Effective July 1, 2001, SAVE legislation requires that all prospective employees of a school district be fingerprinted if they have not been appointed by official action prior to July 1, 2001. This information will be used to determine whether individuals shall be granted clearance for employment.
3. The District provides training to select staff in de-escalation techniques and non-violent conflict resolution training. The District is committed having key staff trained in non-violent crisis intervention.
4. Training is provided during conference days, summer in-service programs and after school seminars. All school staff will be oriented to this plan by the principal and/or designee at the beginning of each year. Course work or training shall include, but not be limited to study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to safe, non-violent school climate; effective classroom management techniques and other academic supports that promote a non-violent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation and how to participate in an effective school/community referral process for students exhibiting violent behavior.
5. Procedures relating to building security including utilization of staff and security equipment:
 1. All district schools have monitored security systems.
 2. Selected areas in some schools, including computer rooms have specialized alarm systems.
 3. All staff members will be provided with picture ID cards.
 4. The District will periodically investigate other security equipment and measures, such as surveillance cameras, card access systems, etc.
6. Strategies to improve communication among students and between students and staff; to promote conflict resolution, anger management, character education and social skill development; and process for reporting potentially violent incidents.

1. Brighton High School has peer mediation, conflict resolution, restorative justice practices, and diversity programs available to students on a co-curricular, extra-curricular and counseling basis.
2. The Middle School has a variety of school safety related programs. These programs include peer mediation and conflict resolution, anti-bullying instruction, social skills development, anger management and components of character education.
3. The Elementary schools have a wide range of programs that impact school safety. They are delivered through the curriculum and with extra-curricular activities. These programs include peer mediation and conflict resolution, anti-bullying instruction, social skill development, anger management and components of character education.
4. Building Safety Teams will develop programs and strategies that encourage student to staff communication.
5. The District will utilize the SafeSchool Helpline to report threats either anonymously or as a concerned school community member: The Superintendent of School, Assistant Superintendent for Administration and the Director of Security shall be responsible for receiving tips and concerns.
6. Effective in the 2021-22 school year, the District will be implementing LiveSafe application. The mobile application based platform enables employees and students to quickly share information with security, receive critical communications from the District, and access important safety and security resources. Using the tip submit functionality, workers and students can anonymously report events such as suspicious activity, facilities maintenance, and sexual harassment.
7. Information will be available to parents/guardians on how to identify potentially violent behaviors.
8. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
9. An interpersonal violence prevention education package will be taught as appropriate.
10. The District recognizes that communication is a vital key in the prevention and intervention of violence in schools; Building-level safety teams will adopt a threat assessment model to share information and develop appropriate follow-up action items.
11. Each building's referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the District's Code of Conduct. Additionally, counselors are available in every school for students to share information where the source can be confidential.

7. Training, Drills and Exercises

1. The District will conduct annual training for both staff and students in multi-hazard safety issues, including Right-To-Know, Blood Borne Pathogens, cyber-security, sexual harassment and sexual assault. Training will be coordinated by the District Administration, consisting of classroom activities, general assemblies, tabletop exercises, fire drills, lockdown drills, shelter-in-place drills, evacuation drills, lock-out drill, bus evacuation drill, and other safety programs. The Building-level safety teams and the District-wide Safety Committee meets periodically to review safety measures and procedures.
2. Brighton CSD will coordinate drills and other school safety exercises annually for both staff and students. Training will include an explanation of the non-confidential roles and responsibilities of students and staff during the activation of emergency procedures outlined in the School Safety Plan and other applicable procedures. When appropriate the district will utilize local, county and state emergency responders and preparedness officials. The District will revise existing plans in response to post-incident critiques by medical personnel and other trained safety experts.
3. Staff training will be offered annually. Additional training will be scheduled when procedures change or circumstances indicate the need to review procedures.
 1. Two hours of instruction on issues of school safety need to be provided to all employees on a yearly basis.
 2. These can/should include but are not limited to:
 - a. De-escalation training.
 - b. Warning signals for violence.
 - c. Non-violent conflict resolution.
 - d. Emergency response team training.
 - e. Restorative practices
 - f. Mediation.
 - g. Mentoring.
 - h. Social skill development.
 - i. Character education.
 - j. Others.

3. The District will provide annual training to staff in violence prevention and intervention, including but not limited to in-service programs, conference days and workshops.
4. Schools will keep a record of all building drills and report this information annually to the District-wide Safety Team for review.
5. The use of federal dollars in the 2021-22 and 2022-23 school year will be prioritized to contract with specialized organizations for our staff to participate in cooperative professional development programs and training offered by our local BOCES in the following areas:
 - a. Adoption and implementation of universal screening for at-risk characteristics related to Social Emotional Learning in grades K-5
 - b. Adoption and implementation of early warning system combining attendance, achievement, SEL;
 - c. Crisis training
 - d. Restorative practices

8. Implementation of School Security

The District will consider and implement, where prudent, the following recommended school actions. Building-specific plans will include more detailed actions, in which the following security measures are in place at all times.

1. Except for designated points of entry to secured vestibules, all outside doors will remain locked during the day. Visitors may access the schools through the main entrances (and Door 20 at BHS). Security staff screen visitors prior to admitting entrance.
2. Every door will be accessible as an exit. Protocols shall be put in place to ensure doors are not propped open or the locking mechanisms are not otherwise overridden.
3. All inside classroom doors shall have the capability to be locked from the insider. The District encourages all faculty members to keep doors unlocked from the inside, but locked from the outside.
4. All visitors will be required to sign in, and if they will need access to other areas of the building they will either be escorted by an employee of the school or issued a "Visitor" ID tag.
5. Office and classroom doors will have windows that will have an unobstructed view from the hallway.
6. Cameras and monitors will be strategically placed.
7. The District's teachers and teaching assistants will monitor all areas of each campus for safety and security purposes.
8. Close communication and supportive relationships between parents/guardians and schools are essential to increasing student achievement and enhancing school climate.
9. Close communication and collaborative working relationships between the District and local law enforcement is essential to increasing school safety and ensuring a timely and appropriate response to an incident.
10. The Brighton Central School District supports effective and appropriate visitations to schools and classrooms by parents/guardians, community members, and other appropriate individuals, subject to the following guidelines:
 - a. Parents/guardians may request a visit to the child's classroom(s) through the building principal, at which time the purpose of the visit will be established. The date and the time of the visit will be mutually agreed upon directly between the parent/guardian and the teacher. The building principal will be notified, in advance, of the arrangements that have been agreed upon for the visit.
 - b. Teachers may request that a parent/guardian visit the classroom by directly contacting the parent/guardian and establishing a mutually agreed upon time and date. The building principal will be notified of the visit in advance.
 - c. Visitations by individuals other than parents/guardians shall be arranged directly between the building principal and the individual making the request. The purpose of the visit will be made clear at that time in order to facilitate appropriate arrangements.
 - d. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The building principal may be present when appropriate. Visitors agree to maintain confidentiality regarding information that they acquire during the course of the visit as explained to the visitor by the building principal.
 - e. Individuals visiting the schools are required to ring the intercom and then to go directly to the office, advise the principal or his/her designee of their presence and purpose for being in the building, receive permission to be on school grounds, and sign the visitor's book. Proper identification must be shown to school staff upon arrival. Visitors are to report to the office prior to their departure, sign out and return their visitor's pass.

- f. Before a child may be taken from the building by a non-school person, the visitor must be recognized by the building principal or his/her designee as one having the legal right to take the child. The visitor will wait in the office for the child to come from the classroom at which time he/she will be signed out in the appropriate book. No visitor is to go to the classroom unaccompanied by the appropriate school official for the purpose of getting a child.
 - 11. Brighton Central Schools has and will continue to investigate security devices and strategies to make schools as safe as possible. The District wide Safety Committee will conduct a review of building-based security devices on an annual basis
9. Vital Educational Agency Information
- 1. Each Building-Level Emergency Response Plan will include the following information. The Building-Level School Safety Teams will insure that this information is updated routinely and accurate.
 - 1. Summary of building information
 - 2. Contact information – Key building personnel and building safety team
 - 3. Floor plans and area maps

B. Early Detection of Potentially Violent Behaviors

- 1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include:
 - Depressed mood or chronic crying
 - Decline in school performance
 - Verbal expressions about one's own death
 - Giving away important personal possessions
 - Use of alcohol or drugs
 - Sudden lifting of severe depression
 - Recent withdrawal from therapy or psychological counseling
 - Purchase of knives, guns, or ropes
 - Verbal or written communications which appear to be saying "good-bye"
 - Feelings of guilt Violent, aggressive behavior
 - Exaggerated mood swings
 - Running away
 - Talking about revenge or getting even with parents
 - Confusion and despair resulting from sudden death or suicide of a peer
 - Any sudden obvious changes in behavior
 - Eating disorders - changes in eating habits
 - Sleeping disorders - insomnia or excessive sleeping
 - Low energy level, constant fatigue
 - Decreased productivity or effectiveness
 - Pessimism about the future or brooding about the past
 - Loss of interest in formerly pleasurable activity
 - Inability to show pleasure
 - Reactions that seem inappropriate to the situation
 - Statements of inadequacy or low self-esteem
 - Social withdrawal - pulls away from friends
 - Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
 - Neglect of personal appearance
 - Physical complaints
 - Preoccupation with illness, death, or catastrophic events
 - Decreased attention, concentration, or ability to think clearly
- 2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
- 3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
- 4. An interpersonal violence prevention education package will be taught as appropriate.
- 5. The Superintendent of Schools will set specific times for the building principals to organize activities of particular concern.

C. Hazard Identification.

1. Each school will identify and locate areas of potential emergencies in and around their building. The building custodians, in coordination with the Mechanical Services will locate and map these sites. These sites are to include electrical, gas, heating, ventilation and domestic water supply systems locations and shut-off valves.
2. These locations will be listed in each School Safety Plan and noted on building maps supplied to police, fire, emergency management services and appropriate district personnel.
3. Potentially dangerous sites will be checked regularly and inspected by safety personnel annually. They include but are not limited to:
 1. System Sites

Electrical panels/shut-off	Gas lines/shut-off
Gas appliances	Heating plant
Sewage system	Structural failure
Ventilation/Air conditioning equipment	Domestic water supply/shut-off
Network data closets	
 2. Environmental Problem Sites

Chemical storage	Cleaning supplies areas
Paper supply storage	Industrial Arts room
Science rooms and labs	
 3. Site Considerations
 - Isolated areas near the school
 - Nearby streams and ponds
 - Unprotected exterior gas/electric, HVAC equipment
 - Playground equipment

Section III – Response

A. District Response to Emergency Situations

1. The District uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be Superintendent of Schools.
2. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. As time permits these decisions should be made after consulting with the Superintendent of Schools. The Incident Commander is authorized to activate such resources and personnel as are appropriate for the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building Level Emergency Response Plan.
3. Information regarding the Brighton Central School Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building Level Emergency Response Plans.

B. Notification and Activation (Internal and External Communications)

1. The Incident Commander will initiate the emergency response: Fire drill, Shelter-in-place, Lockout, Lockdown, Evacuation. If appropriate, the Incident Commander will contact law enforcement officials as described in the Building-Level Emergency Response Plans. Decisions about which agencies to contact will be based upon the “closest response agency” concept to ensure that the response to the incident is as rapid as possible.
2. The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification, and will delegate its delivery.
3. The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via Blackboard Connect system, media release, telephone contact, or other appropriate means in the event of an emergency situation. Conditions requiring such notification are outlined in the Building-Level Emergency Response Plans.
4. For purposes of good management, a COMMAND POST is essential to a disaster event. Any situation, greater than a minor event requires a COMMAND POST. This post must have:
 - b. IN/OUT communications, such as: Telephone, Intercom, Fax/Email, Local Media, Emergency Alert System (EAS) Website access, Weather Radio, Cellular Phones, District Radio System, Others As Appropriate.
 - c. Protection for operating personnel.
 - d. A location and IDENTIFICATION known to disaster personnel and local resource personnel
 - e. Accessibility during the entire term of the event.

- f. Sufficient room to accommodate all the people necessary for decision-making and the attendant materials. A location near enough to the event to be useful.
- 5. Command Posts: (location to be chosen based on the circumstances of the incident):
 - b. District office
 - c. Main Office of secondary or elementary schools
 - d. Brookside
 - e. Brighton Town Hall
 - f. Church adjacent to BHS
 - g. Mobile command center
 - h. Nearby business or residence
- 6. The functions of a Command Post are:
 - b. Provide a central location for decision-making and direction for personnel.
 - c. Provide a known central location to which incoming personnel report.
 - d. Provide updated information to personnel and disaster authorities.
 - e. Provide communications to inside and outside personnel.
 - f. Provide a staging point in the event of confusion and disorder.
- 7. An alternative Command Post is necessary in the event that the main building is involved in the disaster. Alternative locations should be established in the pre-plan. A local residence is often suitable if it is large enough and the owners are cooperative in setting up the contingency. It may be necessary to commandeer (take over) a building as Command Post in the event of a serious natural disaster.
- 8. Communications at the Command Post are essential. Holding a telephone line open with the Superintendent's office is suggested so that incoming calls from the media and parents do not close off the link. Keeping the link open is done by making a call and keeping the line on stand-by or HOLD.

C. Situational Responses

1. Multi-Hazard Response

- a. Emergencies include but are not limited to:

Anthrax	Floods	Intrusions	Bomb Threats
Kidnapping	Explosion	Fire	Civil Disturbance
Hazardous Materials	High Winds/Storms	Hostage Taking	School Bus Accidents
Suicide	Suspicious Package	Power Outage	Others as Deemed Necessary

- b. School Cancellations - The District procedure for cancellation is for the Superintendent to make the determination after consultation with the Director of Transportation, District administrators, and/or county emergency management personnel. The Superintendent, or designee contacts local radio and television stations, using code system in place. He also initiates the telephone chain by calling the designated assistant superintendent and principals. The Superintendent's designee is authorized to follow this procedure if the Superintendent is unavailable.
- c. The District procedure for early dismissal is as follows:
 - 1. Superintendent or his/her designee decides on an early dismissal.
 - 2. Transportation Director is notified to supply busses.
 - 3. Central and building administrators are informed.
 - 4. Staff and students are informed of closing.
 - 5. Parents are notified of early dismissal through media contacts (radio stations, television, web site). Message will also sent via the Blackboard Connect system.
 - 6. Parents of elementary students will provide the school with alternate locations to bring their children in the case of an early dismissal if they are generally not home.
 - 7. Parents will receive information about the threat or act of violence that determined an early dismissal in their child's school as soon as is practical. This information is limited to information the school is legally permitted to disclose.
- d. Procedures for Evacuations - Procedures for evacuation are found in the Building Emergency Response Plans. The evacuation procedures are specific to each school and situation and include but are not limited to:
 - 1. Evacuation before, during and after school.
 - 2. Evacuation routes (internal and external).
 - 3. Sheltering sites (internal and external)
 - 4. Procedures for addressing medical needs.
 - 5. Transportation and pedestrian evacuation plans.
 - 6. Notification and communication procedures (Superintendent and parents)
- e. Procedures for Sheltering In-Place - Procedures for Sheltering On-Site are found in the Building Emergency Response Plans. The procedures are specific to each school and situation. Weather safety zones are designated in each building.

- f. Procedures for Sheltering Off-Site - Each building has identified off-site sheltering facilities to be used in the event of emergencies when transportation is not available. These are included in each of the building plans. Each building will reaffirm, in writing, arrangements with outside agencies used for emergency sheltering on an annual basis.
 - g. Procedures for Lockout - Procedures for Lockout are found in the Building Emergency Response Plans. The procedures are specific to each school and situation.
 - h. Procedures for Lockdown - Procedures for Lockdown are found in the Building Emergency Response Plans. The procedures are specific to each school and situation.
 - i. Procedures for parental notification include notification of radio and television stations by the Superintendent or his/her designee as well as via the Blackboard Connect system. All schools will have a range of practices used to inform parents of an early dismissal of students from school. Prior notice of such notifications procedures will be provided to parents in writing.
2. **Response to Acts of Violence: Implied or Direct Threats / Acts of Violence** - The District has developed the following safety and security procedures to protect students, staff and visitors from indirect and direct threats of violence.
- a. Reporting of threats of violence to school authorities
 - 1. In accordance with district policies, students are required to inform school staff about any indirect or direct threat of violence to themselves, others or property.
 - 2. In accordance with district policies, staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
 - 3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
 - 4. Students, staff, parents and others will be educated about the importance of reporting threats and the procedures of reporting.
 - b. Investigating threats of violence.
 - 1. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures.
 - 2. Serious acts, including violent offenses in accordance with SAVE requirements will require the involvement of police personnel.
 - 3. Chronic offenders may require a behavior intervention plan, close monitoring and police involvement.
 - 4. Threats placing students, staff and others in imminent danger require an immediate call to the police.
 - 5. All incidents that require police involvement shall be reported to the Superintendent.
 - c. Response to active threat
 - 1. Use of staff trained in de-escalation or other strategies to diffuse the situation
 - 2. Inform Building Principal of implied or direct threat
 - 3. Determine appropriate action to respond to level of threat with Building Principal/Designee
 - 4. Contact appropriate law enforcement agency, if necessary
 - 5. Monitor situation, adjust response as appropriate; include the possible use of the Emergency Response Team
 - 6. If the situation warrants, isolate the immediate area and evacuate, if appropriate
 - 7. If necessary, initiate lockdown procedure, early dismissal, or sheltering.
 - 8. Enact communications plan
 - d. Proactive Security Measures
 - 4. Brighton Central Schools will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students.
 - e. Reporting Incidents
 - 1. School administrators must keep a record of serious threats and acts of violence and report them annually to the state.
 - 2. Incidents of violence, serious threats, intimidation, etc. may require involvement of the police. The principal or designated building administrator based on their professional judgment will report incidents, or threats of violence to the police.
 - 3. District and building administrators are authorized to call the police to respond to the threat or acts of violence.
 - f. Removing Violent Individuals
 - 1. Police will be called to remove aggressively dangerous and violent students at the discretion of the building principal.
 - 2. Violent adults are to be reported to the authorities immediately and should only be removed by police.
 - 3. Students and staff should be in lockdown mode when violent people are in or around the school.

- g. The procedure for reporting violent incidents to police is for the building principal or his/her designee to call to police agency assigned to the school. In an immediate emergency, police should be contacted by dialing 911.

The police agencies that serve this District are as follows:

New York State Police	279-8890 or 911
Monroe County Sheriff's Office	428-5432 or 911
Town of Brighton Police	784-5150 or 911

3. Response Protocols

The District recognizes that appropriate response to emergencies varies greatly depending on the situation. The Building Level Emergency Response Plans detail the appropriate response to different emergencies utilizing the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

- a. Appropriate staff members will develop a District Emergency Response Plan and identify District resources, which may be available for use during an emergency:
- b. The list of district personnel who would be available in emergency situations will be developed by each Building Safety Team, with a copy maintained at the Central Administration Office, the office of the Director of Buildings and Grounds, and the District Security Supervisor. The list will include the names of the staff members, with the school/office and home telephone numbers:

1. Medical
 - Nurses
 - EMT trained
 - First Aid trained
 - School physician
 - Hospital
2. Security
 - Director of Buildings and Grounds
 - Head Custodians
 - Trained security personnel
 - Trained monitors
3. Emergency Response
 - Building-based incident commanders
 - Staff with EMT training
 - Staff with Bomb Search Training
4. Post-critical Incident Response Personnel
 - Psychologists
 - School counselors
 - Social workers

- c. Each Building Safety Plan will include a list with the location of emergency equipment available in each school:

Equipment	Location
Defibrillator	Each instructional building, Athletic Office
Smoke Ejectors	Fire Department via 911
Emergency Lighting	Each Building
Portable Fire Extinguishers	Each building/Each bus
Spill Cleanup/Absorbent Materials	Custodial Department
First Aid Supplies	Each Building/Nurses Office/Athletics

- d. Each Building Safety Plan will include a list with the location of all communication devices available in each building:

Weather Scanners	Bullhorns	FAX Machines
Two-way Radios	Cellular Telephones	Networked Computers/Tablets

These resources will be found in Building Safety Team Plans and on file at the Central Administration Office and the office of the Director of Buildings and Grounds.

e. Officials authorized to make decisions:

1. Dr. Kevin McGowan, Superintendent of Schools
2. Mr. Lou Alaimo, Assistant Superintendent for Administration
3. Dr. Allison Rioux, Assistant Superintendent for Curriculum and Instruction
4. Mrs. Deanna Spagnola, Director for Pupil Personnel Services

f. Personnel assigned to provide assistance:

1. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.
2. Security, Medical and mental health personnel as listed in Building Safety Plans.

4. Procedures for Obtaining Emergency Assistance from Local Government

During emergencies local government agencies and emergency services can be contacted through the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance and/or advice from these agencies.

State Police	585-279-8890
Sheriff's Department	585-428-5432
Local Police	585-784-5150
Fire Dept.	585-381-1122
EMS	585-271-2718

The district resources, which may be available during an emergency, include the following:

County of Monroe	585-473-0710	
Brighton Town Offices	585-784-5251	
Water Authority	585-621-1200	
RGE	585-546-1100	
Poison Control	585-247-3232	
GV BOCES Environment Services	585-383-2289	
State Emergency Management Office		1-518-457-2200
NYS Department of Environmental Conservation		585-226-2466
NYS Department of Transportation		
American Red Cross	585-241-4400	
County Office of Emergency Preparedness	473-0710 or 528-2222 (After 4:30 PM)	

5. Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The District uses the Incident Command system model for emergency actions. For district-wide emergencies the Incident Commander will be the District Superintendent, or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident.

The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plans. Building-Level Incident Command staff is identified in the Building Level Emergency Response Plans.

6. Protective Action Options

The Superintendent, building principals, and superintendent of buildings and grounds are responsible for monitoring the conditions of any school facility, which may affect the welfare of students and staff. The superintendent, building principal and/or superintendent of buildings and grounds must be familiar with the necessary procedures and will have the ability to recognize impending or actual emergencies. In the event that the safety of students and staff can no longer be ensured within the building, then appropriate evacuation procedures will begin.

Should it become necessary to evacuate a District building(s) for any reason, one of the three plans should be used. Each Plan is designed to meet a specific set of circumstances and time frame and is to be coordinated with the Incident Command.

- a. Early Dismissal/School Cancellation - This plan presumes no immediate crisis and sufficient time to secure bus drivers, prepare students and staff for dismissal and to close the district in a most orderly manner. It is voice-activated from the superintendent's office to each administrator who in turn provides specific instructions over the intercom to students and staff regarding the closing down of school. Most likely use – Early dismissal due to deteriorating weather conditions.
- b. Early Dismissal/Evacuation/Sheltering - This plan presumes there is some form of crisis developing, but there is time for students and staff to minimally prepare themselves for adverse weather and/or climate conditions prior to leaving building. It also presumes there is insufficient time for normal dismissal procedure to take place. Hence, students and personnel will need to evacuate to an intermediate shelter prior to being taken home. It is voice-activated through each administrative unit via instructions over the intercom. Most likely use – Bomb threat, chemical spill, etc.
- c. Evacuation/Sheltering - This plan presumes there is an immediate crisis and there is no time to do anything but clear the facility as rapidly as possible. The sounding of the fire alarm activates the plan. The building is to be cleared immediately according to the normal fire drill procedure.

The District's Emergency Response team will be supported after the emergency or disaster by the mental health professionals, pupil personnel, school psychologist and counselors, and the school nurse.

The District will contact parents and guardians via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the confidential Building Level Emergency Response Plans.

Section IV: Recovery

A. District Support for Buildings

After a critical incident has occurred, the Brighton Central School District is committed to a thorough and comprehensive recovery for students, staff, and families. The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the Building-Level Plan. To achieve this goal, the Post Incident Response Team will consider the following steps:

Step 1: Consult with administrators and others to: - Determine advisability of team involvement - Determine nature of team involvement - If team is needed, acquire release from currently assigned responsibility - Inform Superintendent of nature of the incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma (target population.)

Step 4: Assist building administrators in the following areas: - Arrange staff meeting - Formulate staff meeting agenda - Disseminate information to staff, parents, students, media, etc. (e.g., letters, etc.) - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, parent reunion/student release, etc.)

Step 5: Assign team members and other staff to individual tasks.

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrators and plan for next day
- Crisis Team "debriefing" at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Instruct crisis workers to aid office staff to deal with parents' telephone calls and questions
- Remind staff about "Teachable Moments"
 - a. Death and grief education
 - b. Personal safety
 - c. Sorting rumor from fact
 - d. Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc. This committee should be composed of staff, students, and parents.

Step 8: Follow-up with plans for ending Crisis Team involvement - Staff meeting - Alert staff to important aspects of responses to grief and loss - Respond to individual staff questions and needs - Provide feedback to teachers regarding individual student needs - Suggest helpful literature - Refer students and others to appropriate building personnel or other helping resources in the community - Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The Brighton Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors that affect children and families. - Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide families through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

Section V – Annual Plan Review

A. Principals are responsible for annual completion of the following:

- Be familiar with all duties and responsibilities of the principal or designee.
- Update the Site Emergency Plan by the last day of September of each year and submit a copy of the plan to the District Emergency Planning Coordinator.
- Assign employees to roles and responsibilities of members and alternates taking into consideration the skills and abilities and normal functions of employees.
- Ensure that all employees are familiar with the Site Emergency Plan and are trained in emergency response and preparedness roles and responsibilities.
- Establish a schedule for fire and evacuation drills and provide a copy of the schedule to the District Emergency Planning Coordinator.
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers and search and rescue. Arrange with the District Emergency Planning Coordinator for update training as necessary.
- Update as necessary the site floor plan showing evacuation routes and locations of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pull stations, master electrical panels and main water and gas shut-off valves.
- Ensure that emergency procedures are posted in each classroom and in cafeterias and employee lounges.
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance.
- Test the site warning system and ensure that the systems' signal(s) is recognized and understood by employees and students.
- Conduct an inventory of all emergency supplies and equipment and coordinate with the District Emergency Planning Coordinator to replace used or outdated supplies and equipment.
- Maintain a list of emergency phone numbers in a readily accessible location.

APPENDIX A

Brighton Central School District

Comprehensive School Safety Committee

2022-23

<u>Board of Education</u>	Mr. Larry Davis, President Dr. Susan Gasparino, Trustee	
<u>District</u>	Mr. Lou Alaimo	Assistant Superintendent for Administration
<u>Administrators</u>	Dr. Tom Hall Mrs. Danielle Edmunds Ms. LaShara Evans Mr. Matthew Tappon	Principal – High School Principal – Middle School Principal – French Road Principal – Council Rock
<u>Staff</u>	Mr. Dan Goldman Mr. John Novelli Mr. Rob Luce Mr. John McCabe Mr. Tom Hyman Mr. James Porta Ms. Sandy Nixon Ms. Charlotte Kimberly-Haag TBD Ms. Jennie Viggiani Ms. Nicole VanDerMeid Ms. Mona Zamiarski	Communications Coordinator Custodial Supervisor, Buildings and Grounds Supervisor, Buildings and Grounds Director of Security Bus Operations Supervisor Brighton Teachers' Association Brighton Educational Paraprofessional Association Brighton Association Educational Office Professionals School Nurse Coordinator BHS School Counselor Department Coordinator Food Service Director Community Education/PreSchool Coordinator
<u>Parent</u>	Parent volunteers – two assigned per school building	
<u>Local Agency</u> Representatives	Deputy Chief Mike DeSain Chief Aaron Hiller Chief Jevon Tomaschko	Brighton Police Department (or Department designee) Brighton Fire Department (or Department designee) Brighton Ambulance (or Department designee)

APPENDIX B

Brighton Central School District

BUILDING CONTACTS

<p>Brighton High School 1150 Winton Road South Rochester NY 14618</p> <p>School Hours: 7:40 AM to 2:47 PM</p> <p>Main Line: 585-242-5000 Fax Line: 585-242-7364</p> <p>Approximate Student population: 1,249</p>	<p>Principal, Tom Hall – 313-8275 Assistant Principal, Matt Comeau – 957-4390 Assistant Principal, Teresa Mosher - 704-5419 Director of Security, John McCabe – 354-8458 B&G Supervisor, Rob Luce – 217-6985 Night Security/elevator assistance – 727-8675 Night/Weekend Custodian and elevator assistance – 397-5617</p>
<p>Twelve Corners Middle School 2643 Elmwood Avenue Rochester NY 14618</p> <p>School Hours: 7:45 AM to 2:39 PM</p> <p>Main Line: 585-242-5100 Fax Line: 585-2540 ext 7004</p> <p>Approximate Student population: 755</p>	<p>Principal, Danielle Edmunds – 447-4693 Assistant Principal, Betsy Balling – 737-6998 Assistant Principal, Micheal Maloy – 752-9853 Director of Security, John McCabe – 354-8458 Head Custodian, David Luce – 313-4243</p>
<p>French Road Elementary School 488 French Road Rochester NY 14618</p> <p>School Hours: 9:00 AM to 3:30 PM</p> <p>Main Line: 585-242-5140 Fax Line: 585-242-5156 ext 7002</p> <p>Approximate Student population: 677</p>	<p>Principal, LaShara Evans – 797-4308 Interim AP, Sherley Flores – 966-9064 Director of Security, John McCabe – 354-8458 Head Custodian, Kevin Rawlins– 694-4783</p>
<p>Council Rock Primary School 600 Grosvenor Road Rochester NY 14610</p> <p>School Hours: Grades K-2 8:15 AM to 2:45 PM</p> <p>Main Line: 585-242-5170 Fax Line: 585-242-5186</p> <p>Approximate Student population: 652</p>	<p>Principal, Matt Tappon – 748-8593 Assistant Principal, Maurin Jeffries -339-499-8574 Director of Security, John McCabe – 354-8458 Head Custodian, John Novelli – 236-0165</p>

APPENDIX C

Brighton Central School District

Emergency Telephone Numbers

Superintendent of Schools - Dr. Kevin McGowan Work (585) 242-5200 ext 5501 Cellular (585) 330-4797	Council Rock Primary School - Matthew Tappon, Principal Work (585) 242-5170 Cellular (585) 748-8593
Assistant Superintendent for Administration - Lou Alaimo Work (585) 242-5200 Ext 5510 Cellular (585) 503-8065	French Road Elementary School - LaShara Evans, Principal Work (585) 242-5140 Cellular (585) 797-4308
Assistant Superintendent for Curriculum and Instruction - Dr. Allison Rioux Work (585) 242-5200 ext 5502 Cellular (585) 802-3683	Twelve Corners Middle School - Danielle Edmunds, Principal Work (585) 242-5100 Cellular (585) 447-4693
Director for Student Service - Deanna Spagnola Work (585) 242-5200 Ext 5530 Cell (585) 313-7727	Brighton High School - Dr. Thomas Hall, Principal Work (585) 242-5000 Cellular (585) 313-8275
Bus Operations Supervisor - Tom Hyman Work (585) 242-5200 Ext 5092 Cellular (315) 310-3713	Supervisor of Buildings and Grounds - Robert Luce Work (585) 242-5200 Ext 5190 Cellular (585) 217-6985
Genesee Valley BOCES – Environmental Health & Safety - Dawn Howe Work (585) 383-2289	
Brighton Town Offices – Town Supervisor - William Moehle (585) 784-5251	Monroe County Executives Office - Adam Bello (585) 428-5301
County of Monroe – Office of Emergency Preparedness Office (585) 473-0710	Department of Environmental Conservation Office (585) 226-2466
Water Authority Office (585) 442-2000 or 442-2009 Emergencies (585) 621-1200 (After 4:30 PM)	Poison Control (585) 247-3232 American Red Cross (585) 241-4400
Gas Leak (RG&E) (585) 546-1100	Fire 911 or (585) 381-1122
Police (Town of Brighton) 911 or (585) 784-5150 (Monroe Cty Sheriff) 911 or (585) 428-5432 (NYS) 911 or (585) 279-8890	Electrical Emergency (877) 749-4567 Ambulance 911 or (585) 271-2718

APPENDIX D

Brighton Central School District

Civil Authority Notification for Telephone Threats

While Receiving a Phone Threat:

If the caller's phone number appears on the LCD display panel of the telephone:

1. Write down the caller's phone number as it appears on the LCD display panel immediately (ISDN Phones only).
2. Alert another administrator or secretary closest to you while the caller is still on the phone line.
3. Give the caller's phone number to the administrator or secretary immediately.
4. The administrator or secretary (notified) should immediately contact 911 and inform them of the nature of the call (bomb threat) and give the 911 operator the caller's phone number as it appeared on the LCD display panel of the receiver's phone.
5. The secretary that initially received the phone threat should try to engage the caller in conversation; then fill out a bomb scare form (as provided by the police department). These forms shall be provided to all main office secretarial staff.
6. *If the caller's phone number does not appear on the phone as it is received, the receiving secretary should follow procedures to trace the incoming call as soon as the caller has ended the call. This is as follows:
 - a. Press the line that the call came in on immediately and **Press *64**.
 - b. This will activate the tracing process. If this is successful, the message will say, "You have successfully activated call tracing".
 - c. Then call the **Annoyance Bureau at 777-5749** for their help in tracing the call.
 - d. If this takes too long, call **Frontier Security at 777-7733**.
 - e. When you call the phone company using the provided security numbers and tell them you traced a phone threat, give them the line number it came in on and the time. They will notify the police of the location.

APPENDIX E

Brighton Central School District

Emergency Information Forms

- Brookside Elementary School
- Council Rock Primary School
- French Road Elementary School
- Twelve Corners Middle School
- Brighton High School
- Twelve Corners Elementary School/Administration Office

APPENDIX F

Brighton Central School District

Building Risk Determination

The following risks are applicable to one or more District buildings:

Internal Hazards	Sub-Type	External Hazards	Sub-Type
Civil Disturbance		Weather Related	
	Bomb Threat		Flood
	Hostage		Winter Storm/Ice/Wind
	Dangerous Person/Intruder		Extreme Cold
	Kidnapped Person		Severe Weather/Tornado
	Civil Unrest	Environmental	
	Implied or Direct Threat		Hazardous /Toxic Material Spill
	Student Threats		Airborne Release of Toxic Material (e.g. Asbestos)
	Suspicious Package	Other External	
	Weapons		Train Derailment
Fire and Explosion			Airplane Crash
Systems Failure			School Bus Accident
	Energy Supply Loss		Vehicular Accident
	Gas Leak		Power Line Collapse
	Structural Failure		
	Water Supply Loss		
Medical Emergency			
	Allergic Reaction		
	Broken Bones/Burns/Choking/Diabetic Shock		
	Seizures		
	Biting		
	Blood/Body Fluid Exposure		
	Shock		
	Infectious Disease/Condition		
	Food Poisoning		
	Heart Attack		
	Toxic Exposure		

	Respiratory Arrest		
	Death/Suicide		

Appendix G

INCIDENT COMMAND SYSTEM

Incident Commander and Logistics (Superintendent or Designee)	Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decision of the Incident Commander.
Deputy Incident Commander (Building Admin or Designee)	Assist the Incident Commander and Logistics Coordinator. In the event that the Incident Commander and Logistics Coordinator are not available or able to assume his/her duties, the Deputy Incident Commander will take command.
Public Information Officer (Communications Director of Superintendent's Designee)	Compiles and releases information to the news media.
Safety Officer (Director of Security/Building Admin, or Designee)	Monitors the District Response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
Liaison (Assistant Superintendent or Supt. Designee)	Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.
Incident Log (Secretary to Supt.)	Keeps a written log of all incident events and updates appropriate command post personnel on significant resolution.
Operations (Building Admin or Designee)	Responsible for directing the implementation of action plans and strategies for incident resolution.
Planning /Intelligence Emergency Management Team (Building Safety Team)	Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan a response.
Administration/Finance (Business Manager)	Responsible for all cost and financial matters related to the incident.

Appendix H

Risk and Protective Factors – From the Centers for Disease Control & Prevention

1- Risk Factors for the Perpetration of Youth Violence: Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimization and perpetration. Risk factors increase the likelihood that a young person will become violent. However, risk factors are not direct causes of youth violence; instead, risk factors contribute to the likelihood of youth violence occurring^{1,2} Research associates the following risk factors with perpetration of youth violence:²⁻⁵

Individual Risk Factors

- History of violent victimization
- Attention deficits, hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian childrearing attitudes
- Harsh, lax or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

Peer and Social Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganized neighborhoods

2- Protective Factors for the Perpetration of Youth Violence: Protective factors buffer young people from the risks of becoming violent. These factors exist at various levels. To date, protective factors have not been studied as extensively or rigorously as risk factors. However, identifying and understanding protective factors are equally as important as researching risk factors. Studies suggest the following protective factors: ^{2, 4-6}

Individual Protective Factors

- Intolerant attitude toward deviance
- High IQ
- High grade point average (as an indicator of high academic achievement)
- High educational aspirations
- Positive social orientation
- Popularity acknowledged by peers
- Highly developed social skills/competencies
- Highly developed skills for realistic planning
- Religiosity

Family Protective Factors

- Connectedness to family or adults outside the family
- Ability to discuss problems with parents
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed
- Involvement in social activities
- Parental / family use of constructive strategies for coping with problems (provision of models of constructive coping)

Peer and Social Protective Factors

- Possession of affective relationships with those at school that are strong, close, and pro-socially oriented
- Commitment to school (an investment in school and in doing well at school) Close relationships with non-deviant peers
- Membership in peer groups that do not condone antisocial behavior Involvement in prosocial activities
- Exposure to school climates that characterized by:
 - Intensive supervision
 - Clear behavior rules
 - Consistent negative reinforcement of aggression
 - Engagement of parents and teachers

3- Additional Resources

[A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors\[PDF 4.09MB\]](#)

[Preventing Youth Violence: Opportunities for Action\[PDF 2.86MB\]](#)

[Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence\[PDF 2.51MB\]](#)

4- References

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2. Department of Health and Human Services (DHHS). Youth violence: a report of the Surgeon General [online]; 2001. Available from: URL:www.surgeongeneral.gov/library/youthviolence/toc.html.

3. Lipsey MW, Derzon JH. Predictors of violent and serious delinquency in adolescence and early adulthood: a synthesis of longitudinal research. In: Loeber R, Farrington DP, editors. Serious and violent juvenile offenders: risk factors and successful interventions. Thousand Oaks (CA): Sage Publications; 1998. p. 86~105.

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6. Lösel, F, & Farrington, D P. Direct protective and buffering protective factors in the development of youth violence. *American Journal of Preventive Medicine* 2012; 43(2), S8S23.