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## Orange Board of Education

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December 16, 2012

Dear Orange Parents and Families:

The past three days have unfolded before us the most horrific news we could ever imagine. We are all broken-hearted for the Newtown community. At the same time, while we realize this tragedy did not happen in Orange, we cannot help but feel personally vulnerable. The Administrators and I want you to know that we can imagine your worries, and we are working responsibly to address a variety of your concerns.

First, in terms of our own security, I want to remind you that our locked door policies and office sign-ins will remain our foremost precautionary measure. If office personnel do not recognize a visitor, they will ask for an ID. They may also ask you what your business is at the school that day. Please be understanding of their extra scrutiny.

Parents and visitors may enter only through the front door. We are asking all school personnel to immediately report the presence of any teens or adults around the buildings and, particularly, near or around other entrances.

Second, due to a variety of school celebrations this week, we will have a police officer at each school when doors are open for arrival and dismissal. A police officer will be present at the door for all events at the schools this week which require open doors, such as for concerts and parties. The principals are submitting the dates and times of those events to the Orange police. Parents will be allowed to enter only through the front doors. In addition, the police will patrol each school every hour this week.

Finally, we are preparing for the children's return by providing guidelines to teachers for answering questions and helping children deal with potential anxiety and fear. Please keep in mind there is a very thin line between assuaging fear and creating it, so we are thoughtfully preparing communications which will ensure our children understand they are safe at school.

Following this letter, I've included some valuable guidelines for talking with your children about their possible fear and anxiety. The information came from the National Association of School Psychologists, and they have several different resource pages

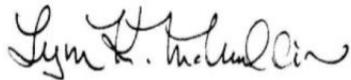
with advice, including information on helping children cope with crisis, coping with crisis with children with special needs, and helping children cope with death. The web address for this site is: <http://www.nasponline.org>.

Our school psychologists are meeting as a Crisis Team at 7:00 Monday morning. Then, they will working with teachers and children in their school buildings. Following the start of the school day, they may be available to answer your questions should you need help with specific concerns. Kindly leave a message and be aware they may need time to get back to you since they will be working with children.

The Administrative Team, the Orange Police, the Board, and I are continuing to communicate and work together to ensure our school community is safe and our children's needs are addressed. Because our communications are ongoing, we may change a procedure over the next few days. Should that be the case, we will immediately communicate with you. If you have questions or concerns in the meantime, please email me or your school's principal.

Be well.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynn K. McMullin".

Lynn K. McMullin  
Superintendent  
Orange Public Schools

## 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 our doors are locked, our visitors sign in, you practice what to do in emergencies, and our staff members report teens and adults who are around the buildings and doors.
- 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 should report 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](http://www.nasponline.org). ©2006, National Association of School Psychologists, 4340 East West Highway #402, Bethesda, MD 20814