



DoDDS Europe Workshops Whirlwind

In March, trainers traveled across Europe to complete the DoDEA Safe Schools Workshops. Administrators participated in ten workshops in five districts. During the workshops, administrators shared their safety and security challenges. Trainers provided on-the-spot technical assistance and continue to provide follow-up support.

Some overarching concerns voiced by administrators at the workshops include: school bullying, suicidal ideation, gangs, girl-on-girl bullying, protective actions, a desire to integrate all of the “required plans;” and the challenge of attempting to coordinate the Incident Command System (ICS) with emergency responders.

The Mediterranean District workshops took place March 11 and 12, facilitated by Superintendent Tom Ellinger. Chief of Staff Kathy Zdanowski worked with District Safety & Security Officers (DSSO) Alan Young and Timothy Krause to arrange the workshops. On March 16 and 17, Assistant Superintendent Elaine Grande welcomed participants to the Kaiserslautern District workshops coordinated by DSSOs Bill Fahy and Tom Anderson. Assistant Superintendent Frank Rohl opened the March 18 and 19 Heidelberg District workshops. Chief of Staff Terry Emerson organized workshop preparations with DSSOs Gene Hindle and Dennis Ryan.

Superintendent Linda Curtis and Assistant Superintendent Gary Gersterner welcomed participants to the Isles District workshops on March 22 and 23. Chief of Staff Walter Wilhoit, DSSOs Ron Arnold and Kris Villarreal supported logistics for the workshops. In the Bavaria District, Superintendent Dr. Ron McIntire introduced the workshops on March 25 and 26. Assistant Superintendent Mike Thompson, and DSSOs John McCoy and Bill Heiges arranged the rooms. Feedback from the workshop evaluations indicated that participants found the training extremely valuable and worthwhile. ■



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Vicenza, Italy



Kaiserslautern, Germany



Heidelberg, Germany



Lakenheath, UK



Bamberg, Germany

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Physical Security Options



In the January issue of American School and University Magazine, journalist Mike Kennedy discusses physical security measures that many schools have found to be effective in enhancing their campus security. Perhaps you are already implementing some of these measures. Review your incident worksheets, surveys and security objectives to verify that the options you select address your school's needs. Use the checklist below to determine if there are measures that you are not currently using that you should consider.

- Access Control** – Access cards help schools control who has access to a building and can alert school officials when there is a potential breach in security, such as when a door is propped open in a remote area.
- Communications** – Cell phones, two-way radios, pagers, PA systems; and enhanced intercom systems can provide the most remote area of the school building with a lifeline in the event of an emergency.
- Limited Public Use** – Be cognizant of the security risks that can arise from increasing access to your school during off-hours. Restricting use to a small part of the facility during these times may be the best solution.
- Crime Prevention Through Environmental Design (CPTED)** – Encourages the following measures: minimizing the number of campus buildings, limiting the number of building entrances, establishing boundaries between the school's property and any adjoining properties; and ensuring that administrative offices have a clear line of sight to the main entry, parking lots and play areas.
- Lighting** – Helps monitor outside areas of school property and wards off any trespassers.

For more information on these security measures, see: http://asumag.com/mag/university_providing_safe_schools/ . Refer to Chapter 3, Section 3 of the DoDEA Safe Schools Handbook for additional ideas on physical security equipment. ■

IRP: Lockdown Q & A

During a phone conference the DoDEA Safe Schools Technical Assistance Team (safeschools@csc.com) and DoDEA administrators discussed challenges experienced while planning their lockdowns. Below are frequently asked questions regarding internal communications and student accountability procedures during lockdowns.

Q: *How should we alert the school playground monitor that a lockdown is taking place? (This could include a PE teacher who is outside with a class.)*

A: **Communications options identified (in order of preference) are:**

1. A walkie-talkie/cell phone call from the front office (walkie-talkies cost about \$40.00 per pair)
2. An air horn signal to the monitor (air horns cost about \$5.00 each)
3. A human runner (as a last resort)

Q: *How often should we communicate during a lockdown?*

A: **During a lockdown that lasts several hours, update each classroom hourly to check their status and share ongoing emergency response efforts.**

Q: *We have teachers designated to check the bathrooms and halls for missing students, but how can we be certain we have accounted for all students?*

A. **Accounting for all students at the beginning of a lockdown is critical; missing students might be either casualties or the perpetrators.**

1. **Determine an overall status of attendance. Is anyone missing?**
2. **Contact each teacher for their attendance report.**
3. **If anyone is missing, have teachers check bathrooms, halls and one another's classes for these possible "extra" students.**

As you plan how you will alert everyone, decide how you will contact staff and students located in temporary classrooms, and out buildings, etc. Check with your local security officials to find out if they have any additional lockdown recommendations.

Obviously there are several additional topics to consider when planning lockdowns, such as dispensing medications to students, supporting students with disabilities, etc. Please send your questions to safeschools@csc.com so they can be addressed in a future article. *Special thanks to Valerie Cotter, School Psychologist, West Point Elementary & Middle Schools for her assistance with this article.* ■



Suicide Program Reviewed

Researchers examined the effectiveness of the Signs of Suicide (SOS) prevention program in reducing suicidal behavior. Twenty-one hundred students in 5 high schools in Columbus, GA, and Hartford, CT, were randomly assigned to intervention and control groups. Students in both groups completed self-administered questionnaires approximately 3 months after the program's implementation.

Evaluation results showed lower rates of student suicide attempts. Greater knowledge and more adaptive attitudes about depression and suicide were also observed among students in the intervention group. The modest changes in knowledge and attitudes partially explained the beneficial effects of the program. For more on this study, contact: asetline@uchc.edu or visit: www.mentalhealthscreening.org/sos_highschool/#sponsor. ■

ADD and Safety

During recent workshops DoDEA administrators expressed their concern over the issue of student behavior problems and potential classroom disruptions from students with Attention Deficit Disorder (ADD). In a recent interview, Dr. Edward Hallowel, ADD expert and author of the book, *Driven to Distraction*, shared his insights on ADD to help teachers and parents better understand ADD. He explained that those with ADD display three characteristics:

1. Distractibility,
2. Impulsivity; and
3. Restlessness.

Hallowel further explained that the difference between ADD and everyday life lies in the intensity and duration of the above characteristics.



Dealing with those afflicted with ADD is a challenge. Hallowel purports that education of the students' teachers and parents is essential to help them deal with their ADD in a positive manner. He stresses that adults must realize that ADD is no excuse for misbehavior. Rather, ADD is the explanation for misbehavior. Says Hallowel, ADD kids have trouble organizing their lives and need structure. Additionally, youth with ADD love to argue because it's stimulating and exciting – conflict stimulates their adrenaline.

Teachers can support students with ADD by providing them with structure. Parents can help by both providing structure and posting reminders for chores and homework. Hallowel's book, *Driven to Distraction* can provide educators and parents with more information on the inner workings of this psychological disorder and techniques for coping with and supporting youth with ADD. To order this ADD resource, go to: www.amazon.com. ■

Free Bullying Support For Teachers

The Maricopa County Juvenile Probation Department in Phoenix, AZ developed a set of videos and Curriculum Materials to target the adult understanding of bullying. According to the program's developers, today's attitudes toward bullying have changed. Bullying is no longer just "part of growing up" and it does not "make a kid stronger."

Maricopa County's program includes: a handbook entitled *Fight Back With Love: Every Adult Has a Responsibility to Prevent Bullying*, a video that focuses on behaviors in Grades K-6, and another dealing with behavior in Grades 6-12. Curriculum Materials include: a Viewing Guide, a Reproducible Master copy of classroom materials, and web site support for current research. To order a set of materials, e-mail: elvdav@juvenile.maricopa.gov or call: 602.506.4011 (MST). ■

Free Suicide Prevention Program

In response to workshop participants' requests for information on suicide prevention, we have found a resource that may be of use. The Jason Foundation, Inc. offers a free program for the awareness, education, and prevention of youth suicide for grades 7-12. This program offers a teacher's manual, an interactive CD-ROM, a video, and materials that focus on the prevention of suicide through peer support.

The Jason Foundation suggests that this program should not be used following a suicide or an attempt. These situations require professional counseling. The Jason Foundation recommends waiting several months between an incident and the presentation of suicide prevention materials. Check with mental health professionals for their recommendation as to the type of peer support program to implement in the aftermath of a suicide or an attempt.

This is a free program with only a \$25 production fee. To obtain a copy, go to: www.jasonfoundation.com. ■

----- FAST FACT -----

4,000-5,000 youth suicides occur every year.

From 1980-1997 suicides among youth aged 10-14 increased by 109%.

Youth suicides tripled from 1952-1995.

- From the Centers for Disease Control and Prevention

Sexual Assault Prevention Tips

If a school makes it tough for a perpetrator to find privacy, sexual assault can be thwarted. Below are some simple ways administrators can work to prevent sexual assault. These include:

- **Review all internal door locks – When a door can be locked from the inside of a room, a perpetrator can keep people out of a room while committing an assault and prevent someone from escaping.**
- **Lock any unused or rarely used rooms.**
- **Supervise students in out-of-the-way locations where assaults can easily occur (i.e., locker rooms, rarely used hallways, and under bleachers).**
- **Don't assume elementary students are safe, even from one another – a large number of student-on-student cases go unreported.**
- **Check school bus activity – In Georgia, girl-on-girl sexual acts took place on a bus for a whole quarter before adults were alerted.**
- **Ask students and staff periodically about areas in and around the school where they feel vulnerable. Perpetrators may move to new locations.**

DoDEA administrators can deter sexual assault by publicizing student reporting procedures and implementing prevention programs that teach children to avoid or run away from suspicious people and report any abuse. The information in this article was an amalgamation of ideas taken from an article by school safety expert Michael Dorn and the security experts on the DoDEA Safe Schools Team. ■