



### ATF Publishes School Bomb Threat Guide

On November 17, 2003 the U.S. Department of Education and the Bureau of Alcohol, Tobacco and Firearms (ATF) published a bomb threat guide available on CD-ROM that is designed specifically for schools. *Bomb Threat Response: An Interactive Planning Tool for Schools* describes how to decide on appropriate protective actions, educate search and evacuation teams and coordinate with emergency responders.

The CD-ROM includes interactive tools to coordinate with emergency responders and teach staff their responsibilities during a bomb threat. DoDEA administrators can request copies of the free CD-ROM at: [www.threatplan.org](http://www.threatplan.org). ■

### DDESS Training Kicks Off



DDESS Training in November kicked off with workshops at Quantico, Virginia and Fort Knox and Fort Campbell, Kentucky. Workshops focused on Safe Schools Planning, but also included Trends, Best Practices and FPCON Requirements. Attendees participated in practical exercises, viewed a video tape about bullying and school crisis, and shared personal concerns and experiences relating to school safety planning.

The New York-Virginia DDESS workshop was hosted by Superintendent Lawanna Mangleburg, facilitated by Assistant Superintendent Mike Gould and attended by 20 participants including 9 observers. Guest speaker Phil Gainous, Principal of Montgomery-Blair High School, described security measures he implemented in response to the sniper shootings in the Washington Metropolitan area. He also shared his perspective on anti-bullying, youth gangs, and anti-terrorism

drills. The attendees included principals, counselors, school psychologists, and teachers involved in Safe School Planning Committees.

On November 19, 2003, Community Superintendent Mike Minutelli welcomed the Safe Schools team to Fort Knox Community Schools, Kentucky. Instructional Systems Specialist Joseph Ferrell coordinated the workshop attended by 15 participants including 2 observers. During group discussions the attendees debated the merits and limitations of surveillance cameras in schools.

Acting Community Superintendent Dr. Tom Pearce hosted the November 21, 2003 workshop at Fort Campbell, Kentucky. Karla Miller coordinated the arrangements for the 20 participants including 6 observers. Moved by the excerpt from the video "Bang, Bang, You're Dead", Principal Sandy Meacham shared her personal experiences and lessons learned from avoiding a Columbine High School-type crisis that occurred in one of her previous school assignments. December workshops will include Fort Buchanan, Puerto Rico. ■

### Inside This Issue

#### News & Updates

- ATF Publishes School Bomb Threat Guide...1
- DDESS Training Kicks Off.....1
- Anti-bullying for Elementary School.....2
- VA-NY Shares Preparedness Tips.....2
- Free FEMA for Kids Game.....2

#### Safe School Planning

- Writing Your Objectives.....3

#### Education Issues

- Reviewing Your Anti-bullying Program.....4
- Different Types of Bullying.....4

#### Prevention Programs

- Interrupting Bullying.....5
- Anti-bullying Success Story.....5
- Dating Violence Prevention.....6

## Anti-Bullying for Elementary School

At the October 27-29, 2003 Safe & Drug Free Schools Conference, researchers described strategies for elementary school administrators to prevent bullying by teaching young students appropriate behavior. Researchers reported that bullying increases through elementary school, peaks during middle school and declines during high school. Familiarizing yourself with this summary of bullying research can assist you in educating others about the harm of bullying.

- ◆ 22% of 4th- through 8th-graders report academic problems due to bullying.
- ◆ By age 24, 60% of children who bully will have had a criminal conviction.
- ◆ Children identified as bullies by age 8, are often bullies throughout their lives.
- ◆ Studies have established that 15% of students are bullied regularly.
- ◆ Boys are more likely to bully physically, and girls are more likely to bully verbally.
- ◆ Girls tend to bully in indirect ways. They might manipulate friendships, ostracize classmates from a group, or spread malicious rumors.

Although direct physical assault such as the pushing seen in elementary school decreases as students grow older, verbal abuse continues. A concerted effort by one committed administrator, counselor or teacher, working with a cooperative staff, can dramatically change the attitudes of students. For additional bullying facts visit the National Center for Education Statistics, at: <http://nces.ed.gov/pubs2002/crime2001/6.asp?nav=1> or Fight Crime Invest in Kids at: [www.fightcrime.org](http://www.fightcrime.org). ■

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## NY-VA Shares Preparedness Tips



At the November 17, 2003 Safe Schools Workshop at Quantico, Virginia, Dianne Moore described how Russell Elementary School ensures teachers will have their student roster with them in the event of an evacuation. Each teacher wears an identification badge in a plastic holder. The Safe School Committee photocopied the critical contact information and class lists from their Incident Response Plan at a reduced size (approximately 1.5" x 3"). Staff members insert the compact reference behind their name badge. Ms. Moore admits the reduced text size might be tough to read. She notes, however, that in the emotional turmoil of a crisis incident teachers might forget their attendance list; this technique offers an alternative reference complete with emergency contact information for parents. ■



## Free FEMA for Kids Game

The Federal Emergency Management Agency (FEMA) recently published a free board game on its *FEMA for Kids* web site to help children prepare for natural disasters such as tornadoes, hurricanes, earthquakes, and floods. For students experiencing a disaster, the site includes advice such as: its okay to be scared, look to adults for guidance, ask questions if you do not understand what is happening, and see what you can do to help (i.e., serving food in shelters or assisting with sand-bagging). Game boards, playing cards and questions can be downloaded for free from the FEMA for Kids web site at: [www.fema.gov/kids](http://www.fema.gov/kids). ■



## Writing Your Objectives

Of the five phases that comprise the 5-Phase Process, Phase 2, Determine Objectives, seems to be the most under appreciated phase. Phase 2 is the “bridge” between problem identification and selecting solutions. Although Phase 2 might initially seem “easy”, compared to the labor-intensive nature of the other phases, it is critical to a successful Safe School Plan.

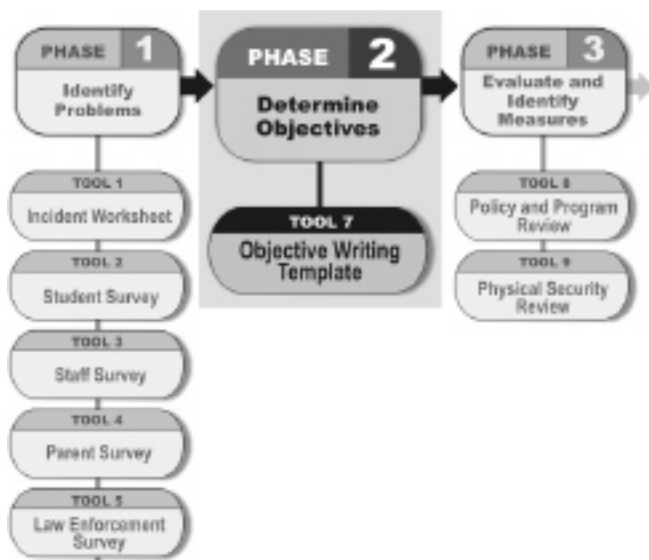
- ◆ **Realistic** – Ensure that your objective is achievable within the timeframe you have established. Don’t set your sights too far beyond your reach. Give yourself an opportunity to succeed.
- ◆ **Clearly Stated** – Be concise when you state your objective. Get to the point!

Examples of properly stated objectives are:

- ◆ Decrease by 30% the number of fights in the school by the start of next semester.
- ◆ Increase parental participation in school activities during the school year by 25%.
- ◆ Reduce the instances of graffiti by 50% during the second semester.

At a future date, you can evaluate the extent to which you have reached each objective. ■

(For instructions, please see



Phase 2 establishes your goal for the future. It is the basis upon which your success is measured. Without objectives – policy, program and physical security measures are unfounded. To make good choices about which measures to adopt, know the purpose for each measure and how it relates to the problems identified in Phase 1.

Once you have identified the problems (Phase 1), write an objective for each problem. Properly written objectives enable you to measure your success. Remember the basic requirements for writing properly stated objectives. They must be:

- ◆ **Measurable** – In order to be measured, an objective must address specific criteria with respect to time, frequency, location and a particular problem.

### TOOL 7: OBJECTIVE WRITING TEMPLATE

#### Risk Reduction Objectives

◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____

#### Climate Improvement Objectives

◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____
◆ _____	◆ _____

## Reviewing Your Anti-bullying Program

Anti-bullying (AB) experts applaud Norwegian researcher Dan Olweus' Bullying Prevention Program as a prime example of a comprehensive AB program. However, not all schools can afford the resources to fully implement such an involved AB program.

How many characteristics of a highly effective program are you already implementing? Which are you missing? Evaluate your own anti-bullying efforts and decide how you would like to enhance your program, using the criteria below.

- ◆ Evidence-based – Use well researched AB programs such as those identified in the Safe Schools Handbook and Intervention Strategy Guides, available at: [www.odedodea.edu/schools/ISGuides.htm](http://www.odedodea.edu/schools/ISGuides.htm).
- ◆ Buy-in – Include staff, parents, students, military command and other “stakeholders” in the planning of your bullying prevention efforts, so they share enthusiasm for implementing the anti-bullying program. This helps to eliminate barriers by teaching everyone that they can effectively control bullying at school.
- ◆ Bullying hotline – Establish and promote anonymous communication procedures for reporting bullying behavior.
- ◆ Effective implementation – Design a system for training, implementing and maintaining your anti-bullying program. Designate program spokespeople, coaches, and problem solvers. Have a formal program of professionals in place to assist both the perpetrators and the victims of bullying.
- ◆ Changed attitudes – Replace the traditional acceptance of bullying as “just a part of growing up” with a realization of how cruel it can be. Use surveys to measure changes in student and staff behavior and attitudes towards bullying.

- ◆ Train everyone – Change bystanders from the “silent majority” to the responsible allies who can help intervene as bullying occurs. Ensure that your staff and students know exactly how to intervene appropriately if they witness bullying behavior. This way bullying prevention becomes the responsibility of everyone.
- ◆ Practice – Allow teachers and students opportunities to role-play the bullying intervention skills they have learned and receive critiques of their performance by their peers.
- ◆ Sustainability – Insure your AB program survives the administrator or counselor who instigated the program by creating bullying awareness days throughout the school year.

A whole-school approach changes the social norms from shared beliefs that accept “a little teasing” to a 100 percent commitment to eliminate bullying. Correct implementation results in measurable changes in conduct and perceptions that can be sustained for several years. For additional ideas, see the Teenage Health Teaching Modules website at: [www2.edc.org/thtm/special.htm](http://www2.edc.org/thtm/special.htm). ■

## Different Types of Bullying

There are different types of bullying behavior. Bullying can be physical, verbal, emotional or sexual.

- ◆ Physical – punching, poking, strangling, hair pulling, beating and biting
- ◆ Verbal – name calling, teasing, gossiping
- ◆ Emotional – isolating,, ostracizing, manipulating, terrorizing, extorting, blackmailing, defaming, humiliating,
- ◆ Sexual – harassment, abuse ■

## Interrupting Bullying

Experts concede that often bullying goes unreported because students do not believe that the school administration can do anything to protect them. Well-intentioned administrators and security officials have described their frustration at intervening in an incident only to hear the aggressors encourage the victims to tell staff that they were “just playing.” With this coercion, the victim disavows any injury or complaint.

How can a DoDEA administrator, educator or staff person intervene when you see a textbook example of student bullying erupt before you? Researchers and veteran administrators agree on the following practical guidelines:

- ◆ Take immediate disciplinary action: Interrupting the activity sends a strong signal to bystanders and other bullying victims that you are serious about putting a stop to bullying. Teachers and school staff share a responsibility for taking action when they see a student being mistreated.
- ◆ Notify parents: Tell parents of both victims and bullies about the confrontation. Attempt to resolve the problem expeditiously at school. Listen receptively to reports of bullying from both students and parents.
- ◆ Admonish bullies in private: Challenging an aggressive individual on the playground might inadvertently enhance his peers’ perception of him. Bullies are more likely to listen and confide their problems in a private conversation.
- ◆ Protect victims: Because adults cannot supervise all locations at all times, some schools implement a buddy system to pair victims with a kind, but strong older student who will watch out for them.
- ◆ Counsel victims & aggressors: Refer both students to counseling where appropriate.
- ◆ Avoid mediation: Attempts to mediate a bullying situation might exacerbate the problem. Bullying occurs because of a power imbalance between the

victim and the aggressor. In practice, the bullying victim might feel further victimized by the mediation process because the power imbalance continues to exist; victims sometimes feel the bully was rewarded and they were punished.

Your prompt response during a bullying incident can dramatically influence student attitudes toward bullying. Swift adult intervention reassures students and parents that the school will protect students and will not tolerate bullying behavior. ■

## Anti-bullying Success Story

***“In the end it is not the words of our enemies we will remember, but the silence of our friends.” – Martin Luther King, Jr.***

Principal Chris Toy, Freeport Middle School, Maine, related this anti-bullying success story. Guidance counselor Stan Davis used the MLK quote above during an anti-bullying assembly. The students understood the connection thoroughly and agreed that the most important thing to a bullying victim is their friends’ response. If the friends do nothing, the bully has won. Victims of bullying want to see their friends defend them publicly, or support them privately.

Several days later an 8th-grade girl who assisted at the assembly put the lesson into action. One of the traditions on the sports buses is that 8th-graders sit in the rear of the school bus while 7th-graders sit in the front. During a supper break, the 8th-graders insisted they should disembark and get into the dinner line before the 7th-graders. The seventh-graders protested and appealed to an adult. The adult sided with the 8th-graders, explaining that it was their privilege because they were older. However, the 8th-grade girl who assisted at the assembly stood up and prevented the other 8th-graders from leaving until the 7th-graders exited the school bus. She opposed peer pressure as well as the adult’s decision because she thought what the 8th-graders were doing was bullying. ■

## Dating Violence Prevention

Bullying is now defined as physical, verbal, psychological or sexual abuse. Sexual abuse includes dating violence. The CDC defines dating violence as: sexual assault, physical violence and verbal or emotional abuse that takes place within the context of dating or courtship.

Did you know how prevalent dating violence is among U.S. public school students?

- ◆ 10 to 38 percent of high school students report being victims of dating violence (both girls and boys are victims and perpetrators).
- ◆ 59 percent of students who are currently dating have experienced physical violence.
- ◆ 38 percent of date rape victims are young women aged 14 to 17.

According to The Centers for Disease Control (CDC), dating violence is not uncommon. The CDC found that among 8th- and 9th-grade male and female students, 25 percent were victims of dating violence and 8 percent were victims of sexual dating violence. CDC reviewed many studies and concluded that, on average 22 percent of male and female high school students experienced some type of dating violence.

DoDEA administrators can teach middle and high school students about the causes and consequences of dating violence using Safe Dates: An Adolescent Dating Abuse Prevention Curriculum. The course includes a teacher's guide, nine lessons, an optional letter to parents and a poster contest.

Rigorous research in North Carolina indicated that Safe Dates decreased dating violence and violent behavior among participating youth. Students reported that after taking the Safe Dates Course they felt they had stronger communication skills, less of a tendency to gender stereotype, and a greater awareness of community resources for dating abuse.

### How It Works

There are three critical ingredients in Safe Dates and other dating violence curriculum: 1) make students

aware of dating violence, 2) help them role-play skills to extract themselves from a potentially violent situation and 3) learn how to intervene with friends experiencing dating violence.



### A Class Exercise

To increase awareness, guide students in a discussion to define dating violence. Ask students how they would like to be treated in a dating relationship. Share the statistics of dating violence with students and let them know that it could happen to them. Use group discussions to help students understand the long-term psychological consequences of dating violence (i.e., victims suffer loss of self-esteem and are prone to endure spouse abuse as adults). Sensitize students to the difficulty of leaving abusive relationships using decision-making exercises and dramatic readings. Finally, let students role-play skits depicting how they would intervene with a friend experiencing dating violence. Conclude with a writing exercise to help students solidify their understanding of prevention strategies.

For further information on dating violence, visit: [www.cdc.gov/ncipc/factsheets/datviol.htm](http://www.cdc.gov/ncipc/factsheets/datviol.htm). For a comparison of well-researched dating violence prevention programs, see: [www.nvaw.org/research/teendating.shtml](http://www.nvaw.org/research/teendating.shtml). ■